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1910/11

BULLETIN

OF

The NORTH CAROLINA STATE NORMAL and INDUSTRIAL COLLEGE

THE CATALOGUE

1910-1911

GREENSBORO, NORTH CAROLINA

MAY, 1911

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VOL. I MAY, 1911 No. 3

BULLETIN

OF THE

North Carolina State Normal *and* Industrial College

PUBLISHED QUARTERLY

BY THE

North Carolina State Normal and Industrial College, Greensboro, N. C.

W. C. SMITH, EDITOR

NINETEENTH ANNUAL CATALOGUE

1910-1911

*Every human being has a claim to a judicious development of his faculties by those to whom the care of his infancy is confided. The mother is qualified, and qualified by the Creator himself, to become the principal agent in the development of her child; * * and what is demanded of her is—a thinking love.*

Pestalozzi.

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The North Carolina State Normal and Industrial College

IDEAS FOR WHICH THE COLLEGE STANDS

THE State Normal and Industrial College stands for a public school system that will educate all the people. It teaches its students and urges them to teach others the doctrine of universal education. The authorities of the Institution regard the College as a part of the public school system of the State, and believe that it has a duty to discharge, not only to those who study within its walls, but to that great body of people who, for one reason or another, will not enter this or any other school or college. The greatest amount of educational opportunity to the greatest number of people is its motto and its aim. Without reservation, members of its faculty stand for local taxation for public schools, and for every movement which tends to secure to the State effective teaching for every child, preparing him for productive labor and intelligent citizenship.

The Institution undertakes to emphasize in every legitimate way that any system of education which refuses to recognize the equal educational rights of women with those of men is unjust, unwise, and permanently hurtful.

One-third of the population of North Carolina is composed of women and girls of the white race, and the opportunities given to this class of our population will determine North Carolina's destiny. The chief factors of any civilization are its homes and its primary schools. Homes and primary schools are made by women rather than by men. No State which will once educate its mothers need have any fear about future illiteracy. An educated man may be the father of illiterate children, but the children of educated women are never illiterate.

Three-fourths of all the educated women in North Carolina spend a part of each day educating their own children or the children of others, whereas, three-fourths of the educated men in the State spend a very short time daily with their own children, to say nothing of educating them.

Money invested in the education of a man is a good investment, but the dividend which it yields is frequently confined to one generation and is of the material kind. It strengthens his judgment, gives him foresight, and makes him a more productive laborer in any field of activity. It does the same thing for a woman, but her field of activity is usually in company with children, and therefore the money invested in the education of a woman yields a better educational dividend than that invested in the education of a man. Therefore, the State, for the sake of its present and future educational interests, ought to decree that for every dollar spent by the government, State or Federal, in the training of men, at least another dollar be invested in the work of educating women.

If it be claimed that woman is weaker than man, then so much the more reason for giving her at least an equal educational opportunity with him. If it be admitted, as it must be, that she is by nature the chief educator of children, her proper training is the strategic point in the universal education of any race. If equality in culture be desirable, and if congeniality between husbands and wives after middle life be important, then a woman should have more educational opportunities in youth than a man; for a man's business relations bring him in contact with every element of society, and if he have fair native ability he will continue to grow intellectually during the active period of his life, whereas, the confinements of home and the duties of motherhood allow little opportunity to a woman for any culture except that which comes from association with little children. This experience which comes from living with innocent children is a source of culture by no means to be despised, but how much better would it be for the mother and the father and the children if the mother's education in her youth could always be such as would enable her in after life to secure that inspiration and solace and power which comes from familiarity with the great books of the world.

CHARLES DUNCAN McIVER.

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1911

January, 1911

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COLLEGE CALENDAR

1911–1912

1911—September 13. Wednesday—
Examinations begin.

For New Students:
Registration.
Entrance Examinations.
Examinations for Advanced Standing.

For Former Students:
Examinations for Removal of Conditions.
Examinations for Advanced Standing.

September 16. Saturday—
Examinations end.
Registration of Former Students.
Registration of Students who enter by Certificate.

September 18. Monday—
Regular College Work begins.

October 5. Thursday—
Founder's Day.

November 30. Thursday—
Thanksgiving Holiday.

Christmas—
Recess from Dec. 23 to Jan. 2, inclusive.

1912—January 22. Monday—
Spring Term begins.

April 1. Monday—
Two-Months' Course for Teachers begins.

May 19, 20, 21. Sunday, Monday, and Tuesday—
Commencement Exercises.

BOARD OF DIRECTORS

† T. B. Bailey ..... Davie County
* A. J. Conner ..... Northampton County
† G. W. Hinshaw ..... Forsyth County
* R. T. Gray ..... Wake County
J. Y. Joyner ..... Guilford County
‡ C. H. Mebane ..... Catawba County
‡ J. D. Murphy ..... Buncombe County
* J. L. Nelson ..... Caldwell County
‡ Walker Taylor ..... New Hanover County
† T. S. McMullan ..... Perquimans County
* Joe Rosenthal ..... Wayne County

OFFICERS OF THE BOARD

J. Y. Joyner, State Superintendent of Public Instruction, *Ex-officio, President.*

A. J. Conner, *Secretary.*

E. J. Forney, *Treasurer.*

EXECUTIVE COMMITTEE

T. B. Bailey, *Chairman.*

R. T. Gray. J. D. Murphy. J. Y. Joyner.

* Term expires March 1, 1914.
† Term expires March 1, 1916.
‡ Term expires March 1, 1918.

FACULTY

JULIUS I. FOUST, LL. D.
President

WILLIAM C. SMITH
English Language and Literature

JUNIUS A. MATHESON
Pedagogy

GERTRUDE W. MENDENHALL, B. S.
Mathematics

EUGENE W. GUDGER, M. S., Ph. D.
Biology and Geology

ANNA M. GOVE, M. D.
Physiology and Hygiene

WILLIAM C. A. HAMMEL
Physics and Manual Arts

MARY M. PETTY, B. S.
Chemistry

MARY SETTLE SHARPE
Expression

VIOLA BODDIE
Latin

HINDA T. HILL, A. B.
French

BERTHA M. LEE
German

FACULTY—Continued

ALBERT S. HILL, M. A.
School and Vocal Music

* LAURA L. BROCKMANN
Piano and Harmony

CHARLES J. BROCKMANN
Stringed Instruments and Piano

MYRA ALDERMAN ALBRIGHT
Piano

MELVILLE VINCENT FORT
Industrial Drawing and Art

WALTER CLINTON JACKSON
History

MINNIE L. JAMISON
Domestic Science

E. J. FORNEY
Stenography, Typewriting and Bookkeeping

ROBERT A. MERRITT, A. B.
Psychology and History of Education

ALMA I. LONG
Domestic Art

* On leave of absence.

FACULTY—Continued

LAURA McALLESTER
Physical Culture

JULIA M. RAINES
Associate in Manual Arts

CORA STRONG, A. B.
Associate in Mathematics

CHRISTINE M. SNYDER, A. B.
Instructor in German

NETTIE LEETE PARKER
Instructor in Mathematics

MARTHA ELIZABETH WINFIELD
Instructor in English

REBECCA SCHENCK
Instructor in History

ANNIE F. PETTY
Library Methods

MARY ROBINSON
Instructor in Biology

JULIA DAMERON, A. B.
Instructor in Latin

PATTIE McADAMS
Instructor in Hygiene

FACULTY—Continued

EUGENIA HARRIS
Instructor in Music

EDNA CLARE BRYNER, A. B.
Instructor in English

MAY McLELLAND
Instructor in English

EVA CULBRETH
Instructor in Mathematics

EMMA KING
Instructor in English

MARY BALDWIN MITCHELL, A. B.
Instructor in Latin

EVA MAY BRYAN, A. M.
Instructor in French

CLAUDIA E. CRUMPTON, A. M.
Instructor in English

MARY KING DANIEL, B. S.
Instructor in English

LESSIE LINDSAY
Instructor in Piano

EVA WASHBURN
Instructor in Physical Culture

FACULTY—Continued

CLARA BOOTH BYRD
Instructor in Commercial Department

IOLA V. EXUM
Supervising Teacher in Training School

LIZZIE McIVER WEATHERSPOON
Supervising Teacher in Training School

ETTA R. SPIER
Supervising Teacher in Training School

IONE H. DUNN
Supervising Teacher in Training School

ETHEL LEWIS HARRIS
Supervisor of Music in Training School

RUTH FITZGERALD
Supervising Teacher in Training School

SUE NASH
Supervising Teacher in Training School

LUCY VIELE THURSTON
Supervising Teacher in Training School

ANNA MEADE MICHAUX
Supervisor of Elementary Schools

ANNIE MARTIN McIVER
Supervising Teacher in Training School

FACULTY—Continued

MARY OWEN GRAHAM
Supervising Teacher in Training School

LAVALETTE DU PUY
Supervising Teacher in Training School

SALLIE COLLINS JOHNSON
Supervising Teacher in Training School

R. D. W. CONNOR
Lecturer in North Carolina History

OFFICERS OF THE INSTITUTION

JULIUS I. FOUST, LL. D.
President

SUE MAY KIRKLAND
Lady Principal

ANNA M. GOVE
Physician

PATTIE McADAMS
Trained Nurse

ELIZA N. WOOLLARD
Assistant Nurse

LENA DAVIES
Matron

MAMIE TOLER
Supervisor of Dining Room

E. J. FORNEY
Bursar

LAURA H. COIT
Secretary

MARY TAYLOR MOORE
Registrar

NAN H. McARN
Stenographer

ANNIE F. PETTY
Librarian

MARY MULLEN
Assistant Librarian

IMPORTANT DIRECTIONS

The attention of the student is directed to the college calendar. *See page seven of this catalogue.*

2. When application is made for admission, the applicant should not fail to give her county.

3. Special attention is called to the article on *"Requirements for Admission." See page twenty.*

4. The expenses with dates of advance quarterly payments are given on pages 70, 71, 72.

5. The rooms in the dormitories have been comfortably fitted up, and the beds have good springs and mattresses. Each student is expected to bring for her own use the following articles: One pillow and two pairs of pillow cases, two pairs of sheets, two pairs of blankets, two counterpanes, six towels and six table napkins; one spoon, knife, and glass for individual use in her room. *Only single beds are used.*

Each student is expected to be provided with overshoes and an umbrella plainly marked with her full name; also a coat, or raincoat, for protection during stormy weather.

6. Every applicant for admission to the College who has not already been successfully vaccinated within two years, should be vaccinated at least two weeks before leaving home. In any case she must either send her certificate of vaccination by mail or bring it with her when she enters the College.

7. Every student, upon arrival at the College, is required to purchase a gymnasium outfit, costing $6.00. These outfits may not be provided at home, but must be purchased under the direction of the Instructor in Physical Training.

8. If, after examining this catalogue carefully, further information is desired, it can be obtained by addressing Julius I. Foust, President, Greensboro, N. C.

State Normal and
Industrial College

COLLEGE AVENUE, LOOKING NORTH

LIBRARY
OF THE

The State Normal and Industrial College

ESTABLISHMENT

Established by act of the General Assembly of 1891, the North Carolina State Normal and Industrial College first opened its doors for the reception of students October 5th, 1892. More than to any other one man the Institution owes its existence to Charles Duncan McIver. He conceived and formulated the ideas which it embodies and his earnest labors procured the passage of the act establishing it. For fifteen years he so shaped its policies and directed its affairs that the College must ever remain a monument to his statesmanship. It was his idea that the State should here provide for the young women of North Carolina an institution of higher learning good enough for any of its women and within the reach of all. Equality of opportunity and fitness for service were to be its watchwords—earnest living and high thinking its ideals. Such he strove to make the College, and such, continually, it will strive to be.

PURPOSE, ORGANIZATION, AND HISTORY

The chief mission of the College has been and will continue to be the preparation of teachers. At least two-thirds of all its enrolled students and nine-tenths

of all its graduates have rendered service in either the public or private schools of North Carolina. For students who may not wish to teach and who must yet look to their own efforts for a livelihood, instruction is offered in the commercial branches, drawing, industrial art, domestic science, and other subjects—the mastery of which will enable them to become self-supporting. The College realizes, however, that not all who seek an education do so with a desire to become teachers or from motives of self-support. For that considerable body of women who seek the broad culture to be derived from a familiarity with the world's best thought and achievement, liberal courses in the arts, sciences, and music are offered—the Institution thus endeavoring to meet the needs of the women of North Carolina and to give such education as will add to the efficiency of the average woman's work whatever her position and field of labor.

The management of the College is vested in a Board of Directors, consisting of one member from each of the Congressional districts, the first Board being elected by the General Assembly of 1891. The State Superintendent of Public Instruction is, *ex-officio,* an additional member of the Board, and its President.

The act establishing the Institution required that it be located at some suitable place, where the citizens would furnish the necessary buildings or money sufficient to erect them. The Board of Directors accepted the offer made by the city of Greensboro, which was $30,000 in money, voted by the town, and a beautiful ten-acre site, located in the corporate limits, and donated by Messrs. R. S. Pullen, R. T. Gray, E. P. Wharton, and others. Since the original donation the Directors have purchased about 116 acres of land.

In October, 1892, the College began its work with two buildings inadequately equipped, an annual appropriation of $10,000 for maintenance, a teaching force of fifteen, and a student enrollment of two hundred and twenty-three. The people, regardless of denominational or party affiliations, have stood loyally by their College, and each succeeding Legislature has dealt more and more liberally with it. Today the Institution has twelve buildings; ninety lecture rooms, laboratories, and offices; dormitory accomodations for 455 boarders; a teaching and official force of sixty-five; and, including the Training School, an enrollment of between 900 and 1,000 students. The value of the plant is $650,000, and the annual State appropriation is $87,000.

ADMISSION OF STUDENTS

The Normal and Industrial College is a part of the public school system, and its special mission is to prepare people to work in and improve that system. As a State institution, it earnestly desires to be of the greatest possible service to the entire people of North Carolina. It would not, if it could, limit its patronage to a particular class or section. Every county has its proportionate number of appointments and the advantages of the Institution are, to the extent of its capacity, open on similar terms to all. Its requirements for admission and its courses of study have been made equivalent to those of the colleges of best standing in North Carolina. Local conditions, however, have not been overlooked, and the work offered in the Freshman year is of such a nature that it may be profitably begun by any intelligent girl who has improved all her opportunities in the best public high schools of the State. For the benefit of those young women who find it impossible to secure proper preparation in all the subjects required for entrance, the Institution maintains a college preparatory department offering instruction in the several subjects required for admission to the Freshman class.

No students are admitted, however, who have not completed the course in the home school.

REQUIREMENTS FOR ADMISSION

1. Applicants for admission to the College should be sixteen years old and in good health.

2. They should send with their application, *which they themselves must write, a statement from their*

last teacher as to scholarship, conduct, and habits of study.

3. For admission to the Freshman class, examinations must be passed in the following subjects: Mathematics, History, English, Physical Geography, or Physics or Chemistry, and Latin or German or French.

The requirements in each of these subjects are as follows:

MATHEMATICS: Applicants must pass satisfactory examinations in Arithmetic and Algebra. In Arithmetic, students must show ability to analyze and explain correctly.

In Algebra, accurate knowledge of the following subjects is indispensable: Factoring, Common Divisors and Multiples, Fractions, Theory of Exponents, Involution, Evolution, Radicals, Quadratic Equations, Simultaneous Quadratics, the elements of Ratio and Proportion, and the Progressions.

HISTORY: Two courses are required for entrance. All applicants must pass a satisfactory examination in United States History. One of the following courses must also be offered: History of England, or Ancient History (Greece and Rome).

Students would do well to review their history studies before attempting these examinations. In United States History the examination will be based on the material presented in any good high school text, such as Our Country, Mace's School History, Fiske, Adams and Trent, or Hansell. Suitable books for preparation in English History are Cheyney's Short History of England, Montgomery's Leading Facts, Coman and Kendall's, or Andrews' History of England. If Greek and Roman History be offered instead

of English History, the student should be familiar with some good text such as West's, Botsford's, Morey's, or Myer's Ancient History.

ENGLISH: The requirement in English is that agreed upon by a joint committee of colleges and secondary schools and now generally accepted by all colleges in the United States. Of this requirement, the following is a general definition:

A. *English Grammar, Composition and Rhetoric.*

To test the candidate's command of clear and accurate English she will be required to write one or more compositions, developing a theme through several paragraphs. The subjects will be drawn from the books prescribed for study and from the student's personal knowledge and experience.

To meet the requirements in Composition:

1. There should be practice in writing equivalent to weekly or at least fortnightly themes throughout the High School course. The subjects for themes should be drawn partly from the literature read and partly from the student's daily experience and observation. The candidate should be well grounded in the essentials of English Grammar, and accuracy in spelling, capitalization, and punctuation should be rigorously exacted. Proper effort should also be made to enlarge the student's vocabulary.

2. The theory of Rhetoric should be studied in connection with the work in composition. The pupil should study the structure of sentences, paragraphs, and whole compositions; should analyze and make outlines of essays with a view to understanding the orderly and progressive development of thought, and should be taught the principles of good writing as exemplified both in her own work and in the work of others.

B. *Reading and Practice.*

A certain number of books will be set for reading. The candidate will be required to present evidence of a general knowledge of the subject-matter, and to answer simple questions on the lives of the authors.

The form of examination will usually be the writing of a paragraph or two on each of several topics, to be chosen by the candidate from a considerable number set before her in the examination paper. The treatment of these topics is designed to test the candidate's power of clear and accurate expression, and will call for only a general knowledge of the substance of the books.

The books set for this part of the examination are:

Group I (two to be selected). Shakespeare's *As You Like It, Henry V, Julius Caesar, The Merchant of Venice, Twelfth Night.*

Group II (one to be selected). Bacon's *Essays;* Bunyan's *The Pilgrim's Progress,* Part I; the *Sir Roger de Coverley Papers* in the *Spectator;* Franklin's *Autobiography.*

Group III (one to be selected). Chaucer's *Prologue;* Spenser's *Faerie Queene* (selections); Pope's *The Rape of the Lock;* Goldsmith's *The Deserted Village;* Palgrave's *Golden Treasury* (first series), Books II and III, with especial attention to Dryden, Collins, Gray, Cowper, and Burns.

Group IV (two to be selected). Goldsmith's *The Vicar of Wakefield;* Scott's *Ivanhoe;* Scott's *Quentin Durward;* Hawthorne's *The House of the Seven Gables;* Thackeray's *Henry Esmond;* Mrs. Gaskell's *Cranford;* Dickens' *A Tale of Two Cities;* George Eliot's *Silas Marner;* Blackmore's *Lorna Doone.*

Group V (two to be selected). Irving's *Sketch Book;* Lamb's *Essays of Elia;* DeQuincey's *Joan of Arc,* and *The English Mail Coach;* Carlyle's *Heroes and Hero Worship,* or his *Hero as Poet, Man of Letters and as King;* Emerson's *Essays* (selected); Ruskin's *Sesame and Lilies.*

Group VI (two to be selected). Coleridge's *The Ancient Mariner;* Scott's *The Lady of the Lake;* Byron's *Mazeppa,* and *The Prisoner of Chillon;* Palgrave's *Golden Treasury* (first series), Book IV, with special attention to Wordsworth, Keats, and Shelley; Macaulay's *Lays of Ancient Rome;* Poe's *Poems;* Lowell's *The Vision of Sir Launfal;* Arnold's *Sohrab and Rustum;* Longfellow's *The Courtship of Miles Standish;* Tennyson's *Gareth and Lynette, Lancelot and Elaine,* and *The Passing of Arthur;* Browning's *Cavalier Tunes. The Lost Leader, How They Brought the Good News from Ghent to Aix, Evelyn Hope, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, The Boy and the Angel, One Word More, Herve Riel, Pheidippides.*

C. *Study and Practice.*

This part of the examination presupposes the thorough study of each of the works named below. The examination will be upon subject-matter, form, and structure.

The books set for this part of the examination are:

Shakespeare's *Macbeth;* Milton's *Lycidas, Comus L'Allegro* and *Il Penseroso;* Burke's *Speech on Conciliation with America,* or Washington's *Farewell Address* and Webster's *First Bunker Hill Oration;* Macaulay's *Life of Johnson* or Carlyle's *Essay on Burns.*

In connection with the two foregoing lists, the student should be trained in reading aloud and encouraged to commit to memory some of the more notable passages both in verse and prose. As an aid to literary appreciation, she is further advised to acquaint herself with the more important facts in the lives of the authors read and with their place in literary history.

The head of the English Department will be glad to recommend suitable text-books for this preparatory work and to furnish needful suggestions looking towards the accomplishment of better results.

NOTE.—*No candidate will be accepted in English whose work is notably defective in spelling, punctuation, grammer, or division into paragraphs.*

* PHYSICAL GEOGRAPHY: The text-book used in the Preparatory Department of the College is Tarr's New Physical Geography, and from it the entrance examination will be made out. This may be expected to cover such important topics as the Land, its physiographic features and the processes which have brought them about; the Ocean, its composition, currents,

* An equivalent in Physics or Chemistry will be accepted.

effects on climate, and its shore lines with their influence on civilization; the Atmosphere, its movements, weather, and climate; the distribution of animals and plants brought about by differences of temperature and moisture; and lastly, the Physiography of the United States, and its effects on the industries and pursuits of the nation. Students who expect to take this examination are urged to make careful preparation therefor.

LATIN: Two years of Latin must be offered for admission to the Freshman class in the Bachelor of Arts course and by all candidates who elect Latin in any of the other courses. The requirement in Latin will also be accepted as satisfying the conditions for entrance into German and French. Candidates must pass an examination on one year's work as outlined in any good text-book for beginners, and on four books of Cæsar's Gallic War, together with Latin prose composition.

GERMAN: Students who wish to elect this subject must, if they do not offer two years of Latin as outlined above, offer an equivalent in German and pass an examination showing a fair knowledge of German inflection and conjugation.

FRENCH: Two years of preparatory work in one language—Latin, German or French—are required of every candidate for admission to the Freshman class. If French is to be offered for admission, the student must pass an examination on Courses I and II or their equivalent. (See Courses in French, page 50.) The student should have had two full years' work in grammar and should have read four or five hundred pages of French.

TIME AND PLACE OF EXAMINATIONS

All candidates for admission into the College who have entrance examinations to stand must assemble in the college chapel at 9:00 a. m., *Wednesday, September 13th,* for preliminary registration. They will there be assigned to rooms for examination.

Former students who have no examinations to stand and new students who are to enter on certificate must present themselves for registration on *Saturday morning, September 16th.*

ADMISSION TO ADVANCED STANDING

Candidates for admission to an advanced class are subject to examinations on all studies required for admission to the Freshman class, and on all studies pursued by the class up to the point at which they enter. Such candidates should present themselves for examination on the same days and at the same hours with candidates for admission into the Freshman class. (See College Calendar, page 7.)

COURSES OF STUDY

COURSES LEADING TO DEGREES

The College offers five general courses of study leading to the following degrees: Bachelor of Pedagogy, Bachelor of Arts, Bachelor of Science, Bachelor of Science in Home Economics, and Bachelor of Music.

REGULATIONS

Twenty periods a week is the maximum number of periods allowed any student. All students are required to take at least fifteen periods of work.

The work in a lower class must be completed before the work in the same subject can be taken in a higher class. In case of conflict between work in a lower class in any department and the work in a higher class in another department, if the student cannot, within the limited number of periods allowed, take both, she must drop the work in the higher class and continue the work in the lower.

Satisfactory examinations on all back work must be passed at the beginning of the session. Seniors receiving a condition on more than one subject at mid-year examinations are no longer to be considered members of the class, and will be required to discontinue some of their work.

No student will be allowed to change her course of study after the end of the first month of the college year.

An entrance condition, no matter how slight, prevents a student from being classed higher than a Freshman. Any deficiency in Freshman work prevents a student from being classed as a Junior.

COURSE I.—BACHELOR OF PEDAGOGY

This course is designed particularly for those who intend to teach. It differs from the other courses chiefly in requiring that part of the Junior year and one-half of the Senior year be devoted to Pedagogy and the work of actual teaching in the Training School.

FRESHMAN		SOPHOMORE	
English	*3	English	*3
Latin, French or German	4	Latin, French or German	4
Plane Geometry	4	Higher Algebra, Solid Geometry and Plane Trigonometry	4
Vocal Music or History	3	Chemistry	4
Drawing	2	History, Drawing, Manual Arts, or Dom. Science and Dom. Art	3
Manual Arts, or Biology and Botany	2		

JUNIOR		SENIOR	
English	*3	English	*3
Latin, French or German	3	Expression	2
Psychology	3	Pedagogy	9
Physics	4	Calculus, Geology, Physiology, General Biology, Chemistry, Physics, Dom. Science and Dom. Art, Manual Arts, Drawing, or History.	4
History of Education	3		
History, or Analytical Geometry	3		

A student in the Bachelor of Pedagogy course may elect either Biology or Manual Arts in the Freshman year and either History, Drawing, Manual Arts, or Domestic Science in the Sophomore year. Freedom of choice is allowed in the elective subjects of the Senior year, provided that the necessary preparatory work has been done by the proper election in previous years.

* Numerals indicate number of recitations weekly in each subject.

COURSE II.—BACHELOR OF ARTS

This course is designed particularly for those who may wish to give special attention to the languages. Students who have free tuition through taking the pledge to teach, are required to take five additional periods of practice work. Those who are unable to add this requirement without exceeding the limit of twenty periods, may substitute the practice work for any three or four period Senior subject other than Pedagogy. This practice work may be done either in a department of the College or in the Training School.

FRESHMAN		SOPHOMORE	
English	*3	English	*3
Latin	4	Latin	4
French or German	4	French or German	4
Plane Geometry	4	Higher Algebra, Solid Geometry and Plane Trigonometry	4
Vocal Music or History	3	History	3

JUNIOR		SENIOR	
English	*3	English	*3
Latin	3	Latin	3
French or German	3	French or German	3
Psychology	3	Calculus, Geology, General Biology, or History	4
Physics or Chemistry	4	Expression	2
History, or Analytical Geometry	3	Pedagogy	3

* Numerals indicate number of recitations weekly in each subject.

COURSE III.—BACHELOR OF SCIENCE

This course is designed particularly for those who may wish to give special attention to science. Students who have free tuition through taking the pledge to teach are required to take the Pedagogy offered in the Senior year and five additional periods of practice work. Those who are unable to add this requirement without exceeding the limit of twenty periods may substitute the practice work for any three or four period Senior subject other than Pedagogy. This practice work may be done in connection with a Senior science.

FRESHMAN		SOPHOMORE	
English	*3	English	*3
Latin, French or German	4	Latin, French or German	4
Plane Geometry	4	Higher Algebra, Solid Geometry and Plane Trigonometry	4
Vocal Music or History	3	Chemistry	4
Drawing or Manual Arts	2	Drawing, Manual Arts, or Dom. Science and Dom. Art	3
Biology and Botany	2		

JUNIOR		SENIOR	
English	*3	English or Pedagogy	*3
Biology	4	Physiology	3
Psychology	3	Calculus or Geology	4
Physics	4	Chemistry 4 / Physics 4	8
History or Analytical Geometry	3	or	
Expression	2	Physics or Chemistry 4 and Dom. Sci. and Dom. Art, or Man. Arts, or Drawing or History	4

Students taking this course must pursue the Language offered for entrance.

* Numerals indicate number of recitations weekly in each subject.

COURSE IV.—BACHELOR OF MUSIC

This course is designed for students who may wish to give special attention to instrumental or vocal music.

For entrance into the "Music Course" a student must have passed the examinations required for admission to the College and must have had sufficient previous training to play simple forms of major and minor scales, to show some familiarity with classic music in the smaller forms, and to read music in the easier grades readily at sight.

The same extra charges for music will be made as advertised elsewhere in this catalogue. See expenses (Special Department). Free tuition students taking this course will be required to do additional work in the Training School.

FRESHMAN		SOPHOMORE	
English	*3	English	*3
Latin, French or German	4	Latin, French or German	4
† French or German	4	French or German	4
or		or	
Biology and Botany 2 / Manual Arts 2	4	Dom. Science and Dom. Art	3
Mathematics	4	History	3
Piano	3	Piano	3
		School Music	3

JUNIOR		SENIOR	
English	*3	English	*3
Latin, French or German	3	Latin, French or German	3
Psychology or History	3	Course in Piano	4
Course in Piano	4	or	
or		School Music, Voice and Piano	4
School Music, Voice and Piano	4	Ear Training	1
Harmony	2	Expression	2
School Song	2	Music Teaching Methods	5
History of Music	1	or	
		Mu. Teach'g Meth'ds 2 and Pedagogy 3	5

* Numerals indicate number of recitations weekly in each subject.

† If a language is elected, it must be continued in the Sophomore year.

COURSE V.—BACHELOR OF SCIENCE IN HOME ECONOMICS

FRESHMAN		SOPHOMORE	
English	*3	English	*3
Language	4	Language	4
Mathematics	4	Mathematics	3
Biology and Botany	2	Chemistry	4
Drawing	2	Advanced Sewing	2
Hand and Machine Sewing	2	House Architecture and Sanitation	1
Music or History	3	Manual Arts	2

JUNIOR		SENIOR	
English	*2	English	*3
Physics	2	Physiology and Home Nursing	3
Psychology and Pedagogy	3	Chemistry	3
History	3	Hand Work for Schools	1
Biology	3	Practice of Teaching Dom. Art	1
House Furnishing	1	Practice of Teaching Dom. Science	1
Laundry	1	Food and Dietetics	4
Cooking	3	Household Management	1
Textiles and Home and Social Economics	2	Pedagogy	3

Students taking this course are required to pursue the Language offered for entrance.

Only the Freshman and Sophomore years of this course will be offered in 1911–1912.

* Numerals indicate number of recitations weekly in each subject.

COURSES FOR STUDENTS NOT CANDIDATES FOR A DEGREE

All students are advised to elect one of the regular courses. They furnish an excellent foundation of liberal education and at the same time allow a reasonable latitude for specialization in single branches. When it seems advisable, however, special courses will be arranged for students who are neither under contract to teach nor candidates for a degree.

BRIEF COURSES FOR TEACHERS

The State Normal and Industrial College desires to render every possible service to the educational interests of the State. In the hope of quickening the educational life and rendering more effective the public school system, the College offers to women teachers two brief courses of instruction specially designed for those who seek better professional equipment, but who, for various reasons, are unable to pursue the full courses of four years each.

One of these courses is of two months' duration, beginning about April 1st, and closing with the College year. The second course, embracing a full year's work, is open to those whose general education and pedagogical experience enable them to undertake the work with profit.

All the advantages of the College will be available to students pursuing these courses. In the department of Pedagogy, lectures on the best methods of teaching all the common school studies are given, and the students have an opportunity of spending some time in the Practice and Observation School. In addition to the work of the Pedagogical department, lectures and

laboratory work are offered in the several departments of science, and suitable courses are given by the departments of English and History. Special information descriptive of the work may be had upon application. Women teachers who may wish to register for either of the foregoing courses are invited to correspond with the President of the College. Applications should be made at least one month in advance of the time when regular work is to begin.

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DEPARTMENTS AND COURSES OF INSTRUCTION

PEDAGOGY

JUNIUS A. MATHESON
ROBERT A. MERRITT

The purpose of this course is strictly professional; that is, to prepare in the best possible manner, young women for the work of organizing, governing, and teaching in the schools of North Carolina. Successful teaching must be based on well-defined principles of individual and social life and development, and on a clear comprehension of the aim and purpose of education. The teacher of children should have broad and accurate scholarship. She should also have a knowledge of the nature and growth of the child's mind. But preparation for effective teaching does not end with a knowledge of subject and pupil. A teacher should be acquainted with the best modern practice of the profession and with the theories on which such practice is grounded. The best that training can do is to add an increment of power to native gifts. To do this, teacher-training should have as the chief end in view the knowledge and use of method. Such, therefore, is the aim and purpose of this department.

In addition to a theoretical study of the best that has been said and done in education, the College maintains

A TRAINING SCHOOL FOR TEACHERS

This school is intended to be a laboratory having three well-defined objects in view: the study of children, the observation of correct methods, and practice work in actual teaching. It is here that all theories of method are tested in actual school room work. Students are required to do regular and definite work during the entire Senior year under the direction of the head of the department and of experienced supervising teachers. Such required training in practical work gives the students not only an opportunity of demonstrating their own ability to plan lessons and to teach, but also confidence and skill in class management and in carrying out the various details of school work.

The Training School, with separate and well appointed building, has ten classes and an enrollment of over three hundred and fifty children embracing all grades in elementary schools. In order to meet the demands for teachers in the Public High Schools of the State, students desiring to make a specialty of high school work will have an opportunity to teach such subjects as they may select.

Course I. Psychology. — Junior year. Three periods a week. Special study of the laws of mental development and of the instincts, impulses, and capacities of children. Characteristics of attention, memory, interest, and imagination.

Course II. Pedagogy.—Junior year. Last three months of spring term. Three periods a week. A theoretical study of the principles of education based upon and following Psychology.

Course III. History of Education.—Junior year. Three periods a week. A study of the origin and development of the most formative educational systems of the past. Observation in Training School.

Course IV. (*a*) *Pedagogy.*—Senior year. Four periods a week—entire year. Science and art of education. Special study of the method of teaching the different subjects. Lectures on discipline, school management, course of study, and the progress and development of educational thought. Parallel reading and study of the lives of educational reformers.

Course IV. (*b*) *Practice in Teaching.*—Senior year. Five periods a week—entire year. Teaching in the Training School under the direction of the head of the department and of the supervising teachers. The preparation of lesson plans; advanced work in child study; application of facts discovered to the work of teaching.

Course V. Pedagogy.—Special course. Three periods a week—entire year. Brief course in principles and methods of teaching; discipline; general school management, and special work in public school subjects. This course is intended for those who cannot remain long enough to complete the regular course in Pedagogy. It includes text-book work, observation in Training School, and lectures.

ENGLISH

WILLIAM C. SMITH

MARTHA E. WINFIELD — MAY McLELLAND
EDNA CLARE BRYNER — MARY K. DANIEL
EMMA KING — CLAUDIA E. CRUMPTON

For admission requirements in English see pages 22–24.

Course I. Freshman.—Three periods a week—first term. Rhetoric and composition. Study of prose selections, descriptive and narrative. Theme writing and other exercises. Individual criticism and interviews.

Course II. Freshman.—Three periods a week—second term. Continuation of Course I. Specimens of exposition. Essays of Carlyle and Stevenson.

Course III. Sophomore.—Three periods a week—first term. Rhetoric and advanced composition. Study of prose selections of considerable length. Book reviews and literary criticism. Theme writing, outlines, and other written exercises. Personal interviews.

Course IV. Sophomore.—Three periods a week—second term. Theme writing continued as in Course III. Poetry of Wordsworth, Shelley, and Keats.

Course V. Junior.—Two periods a week—entire year. Nature and elements of poetry. Lectures and assigned readings. Poetry of Arnold, Swinburne, and minor poets of the Victorian Age. Two or more plays of Shakespeare.

Course VI. Junior.—One period a week—entire year. Essay writing, descriptive and narrative. The short story. Lectures and assigned readings. Prerequisites, Courses I, II, III, and IV.

Course VII. Senior.—Three periods a week—first term. Studies in style and invention. Library and conference course, with required thesis. Selected poems of Mrs. Browning. Shorter poems of Robert Browning. Prerequisites, Courses V and VI.

Course VIII. Senior.—Three periods a week—second term. Continuation of Course VII. Longer poems of Browning, including three or four of the plays. Poetry of Tennyson.

Course IX. Senior Elective.—Three periods a week—entire year. Studies in style and invention, with required thesis as in Course VII. Elizabethan drama. Marlowe, Jonson, Beaumont, Fletcher, Webster, and Shakespeare. Lectures, assigned readings in the dramatic history of the period, and reading of about ten plays. Elective with Courses VII and VIII as a requirement for graduation.

Course X. Brief Course for Teachers.—Three periods a week—April and May. American Literature. General history, with special reference to the works of American authors included in the "College Entrance Requirements." Given alternately with Course XI.

Course XI. Brief Course for Teachers.—Three periods a week—April and May. English Literature. Class study of representative works, prose and poetry, included in the "College Entrance Requirements." Given alternately with Course X.

EXPRESSION

MARY SETTLE SHARPE

The department is designed to produce good readers, and to excite within the students an admiration for the best models in literature, art, and oratory. The aim of the department is to give the best training in the following subjects:

Physiology of the Voice-Producing Organs, exercises in Breathing, Articulation, Inflection, Emphasis, and Tone Coloring.

Voice Culture, with practical exercises for acquiring power, smoothness, resonance, flexibility, and sympathy of tone.

Principles of Gesture.

Two Periods a week.—Required in the Junior or Senior year.

Students are required through the entire course to make practical application of these principles in reading and reciting selections from the best English and American authors.

HISTORY

W. C. JACKSON
REBECCA SCHENCK

Applicants for admission to the Freshman class must pass satisfactory entrance examinations on United States History, and on the History of England, or the History of Greece and Rome. Students entering on certificate must have completed the necessary requirements not more than four years previous to admission.

Course I. Freshman.—Three periods a week. Ancient History. This course consists principally of the study of Greek and Roman History, but includes a short introductory study of the more ancient nations, and extends to the time of Charlemange.

Elective with Music in the Bachelor of Pedagogy, Bachelor of Arts, and Bachelor of Science courses.

Course II. Sophomore.—Three periods a week. General European History. The aim of this course is to give a general outline of the development of Western Europe from the ninth to the nineteenth century. It includes a study of the principal institutions of the Middle Ages, as feudalism, the church, and the mediæval empire, followed by a study of the renaissance, the reformation, religious and political wars, and the development of modern states.

The work is conducted by means of text-books, library reference, class discussions, and by personal conferences with each member of the class.

Required in the Bachelor of Arts and Bachelor of Music courses; elective in the Bachelor of Pedagogy course.

Course III. Junior.—Three periods a week. North Carolina History. The aim of this course is to give a general outline of the history of North Carolina from its earliest settlement to the present time. The *Colonial Records* and Ashe's *History of North Carolina* form the basis of a large part of the work; and all other material available is used. The work is conducted by means of lectures, library reference, note books, and class reports and discussions.

Elective with Analytical Geometry in all courses.

Course IV. Senior.—Four periods a week. American History. This course is intended primarily for those who wish to become teachers of American History. It will be based on such material as is found in Hart's *American History Told by Contemporaries, The American Statesmen Series,* Von Holst's *Political and Constitutional History of the United States,* Schouler's *History of the United States Under the Constitution,* and McMaster's *History of the People of the United States.*

Some special work in Civics will be given in connection with this course.

The work is conducted by means of text-books, lectures, library reference, and class discussions.

Elective in all courses except Bachelor of Music.

Course V. United States History.—Two months' course for teachers—April and May. The class meets three times a week, two recitations being devoted to the study of the History itself and one to the course of study and the method of recitation.

MATHEMATICS

GERTRUDE W. MENDENHALL
CORA STRONG
NETTIE LEETE PARKER
EVA CULBRETH

Applicants for the Freshman class must pass satisfactory examinations in Arithmetic and Elementary Algebra.

Freshman.—Four periods a week. Plane Geometry, with constant exercise in original demonstrations. Required of all candidates for a degree.

Sophomore.—Four periods a week. First term—Solid and Spherical Geometry, three periods; Higher Algebra, one period. Second term—Higher Algebra, two periods; Trigonometry, two periods. Required of candidates for the Bachelor of Pedagogy, Bachelor of Arts, and Bachelor of Science degrees.

Junior.—Three periods a week. Analytical Geometry and Conic Sections. Elective with History in Bachelor of Pedagogy, Bachelor of Arts, and Bachelor of Science courses.

Senior.—Four periods a week. Differential and Integral Calculus. Elective.

BIOLOGY AND GEOLOGY

EUGENE W. GUDGER
MARY ROBINSON

Household Biology.—Fall Term—Freshman year. Required in Bachelor of Science and Home Economics courses. Optional in Bachelor of Pedagogy, Bachelor of Arts, and Bachelor of Music courses.

This course is especially designed to prepare students for work in Domestic Science; hence it deals chiefly with yeasts, bacteria, and molds, those microorganisms which play such a large part in the daily life of the housekeeper. These plants are studied structurally under the microscope, while, by experiments on various foods, their activities are made clear to the student. The beginnings of the study of Sani-

tation are made and some attention is paid to the relation of micro-organisms to agriculture. The course concludes with the study of Ameba and of a green Alga, in order to give some idea of the relations of animals and of plants, both green and colorless.

This work is based mainly on Conn's *Bacteria, Yeasts, and Molds in the Home,* and Ritchie's *Primer of Sanitation.*

Botany.—Spring Term—Freshman year. This course is a continuation of the work of the first term. It is really a nature study course in Botany, being designed to teach the student to see how plants grow and behave, and to understand their life and work. The plant in its environment is first studied, with special reference to its struggle for existence. Then it is considered as a whole, analyzed into its parts and the function of each part studied. Considerable attention is paid to the agricultural side of the subject. The object in view is not to have the student learn the names and peculiarities of any set number of plants or flowers, but to teach her something of the lives, activities, and inter-relationship of the common plants. Especially is it intended to prepare her to teach nature study work in plants. To carry out the purpose of this course, weekly walks are taken in the park adjoining the campus, and at intervals longer excursions are made into the surrounding country. Bailey's *Elementary Botany* is used.

General Biology.—Required in Junior year of Science and Home Economics courses; optional in Senior year of Pedagogy and Arts courses. This course is designed as a part of the liberal education of every student and, in the Science and Home

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Economics courses, is intended to prepare students for work in Physiology and Hygiene. It should be preceded by Freshman Biology.

The work of the fall term is largely given to a study of the activities of micro-organisms in relation to Sanitation and Agriculture. To this end a large amount of parallel reading is required, and by field trips the work of bacteria and molds in producing plant diseases and in mineralizing dead organic matter is made clear. Later, Chara, Hydra, and the Crawfish are studied to show the essential structures of the invertebrates and the inter-relationships of plants and animals. The spring term is given to the study of the anatomy, physiology, histology, and embryology of the frog, as leading up to the study of human anatomy and physiology.

The object of this course is not so much to teach the minute structure of plants and animals as it is to inculcate the great principles and generalizations of Biology, to show the dependence on each other of all living things, and to prepare the student to make use of these things in her life and her teaching. No single text-book being available, a number is used.

Geology.—This course is open to students taking the Bachelor of Pedagogy, Bachelor of Arts, and Bachelor of Science degrees.

As a prerequisite, a year's work in Physical Geography must have been taken, and a thorough knowledge of the general principles of Physics and Chemistry is necessary. Dynamical and Structural Geology are carefully studied, and the principles involved are, as far as possible, illustrated by observations upon the processes now at work on the surface of the earth. The course concludes with a study of Historical

Geology, in which it is aimed to trace the development of life on the earth and the gradual formation of our continent. While the cultural value of this study is not minimized, especial emphasis is laid on its helpfulness in the teaching of geography. To this end the last two months of the spring term are devoted to the study of the fundamental facts of this science.

In connection with the work done in Physical Geography, in the Preparatory Department of the College, opportunity is frequently offered for students in Geology to go on field trips, not only to study changes in the land but also to learn how to handle classes on such trips.

CHEMISTRY

MARY M. PETTY

Course I. General Chemistry.—Four periods a week. Instruction in this department is given by lectures, illustrated by experiments, general discussion, and laboratory work. Each student will perform a given number of experiments in order to become acquainted with the nature and behavior of the various substances treated of in lectures. The latter part of the year will be devoted to simple methods of analysis.

Course II. Organic Chemistry.—This course is offered to the students in the Domestic Science Department. It consists of two hours a week in Organic Chemistry, paying special attention to the chemistry of foods. It must be preceded by the work of Course I.

Course III. Analytical Chemistry.—Four periods a week. This course is offered to those students who wish to prepare themselves for special work in this line, and who have completed the science work of the Sophomore and Junior years.

The students will be expected to become familiar with the most common elements, and to be able to detect them either free or in compounds. They will also have some instruction in the quantitative analysis of compounds.

For *Course in Household Chemistry,* see page 60.

PHYSICS

WILLIAM C. A. HAMMEL

Course I. Junior.—Two lectures and three hours of laboratory work, counting four periods a week.

Air, Liquids, Heat, Dynamics, first half year.

Electricity, Magnetism, Light, and Sound, second half year. Required in Bachelor of Pedagogy and Bachelor of Science courses, elective with Chemistry in Bachelor of Arts Course.

Course II. Senior.—Two lectures and three hours of laboratory work, counting four periods a week. Elective.

MANUAL ARTS

This department was organized to meet the growing demand in the South for teachers of the manual arts. The course is planned to give to teachers of all grades, in rural as well as in city schools, an oppor-

tunity to prepare themselves as instructors in the subject.

The course has been arranged with a view to the use of inexpensive and, so far as possible, native materials, so that the manual arts may be practicable in all schools, and need not be excluded from any on account of additional cost.

Course I. Freshman.—Two periods a week. Cardboard work: Basketry with use of native materials. A short study of American pottery. Elective in Bachelor of Pedagogy, Bachelor of Science, and Bachelor of Music courses. MISS RAINES.

Course II. Sophomore.—Three periods a week. Study of textile fabrics; harmony of colors and materials used in costume and for decorative house furnishing; designing and weaving fabric rugs; work in Venetian iron, copper, and leather. Required in Home Economics course; elective in Bachelor of Pedagogy and Bachelor of Science courses.

MR. HAMMEL AND MISS RAINES.

Course III. Senior.—Four periods a week. Theory and practice in teaching Manual Arts. Handiwork for primary grades. Wood work for grammar grades. Elective in Bachelor of Pedagogy course and in Bachelor of Science course.

MR. HAMMEL AND MISS RAINES.

The department is prepared to offer a variety of special courses continuing the work outlined in the catalogue. Students who have completed the work here laid down, or its equivalent, and who may wish to continue their studies along more advanced lines, are invited to correspond with the head of the department.

LATIN

VIOLA BODDIE
JULIA DAMERON
MARY BALDWIN MITCHELL

Preparation.—The course in Latin presupposes two years of competent instruction in the subject, involving the Roman pronunciation, careful attention to quantity and accent, systematic drill in grammar, attended by daily exercises in prose composition, and the reading of some elementary reader, together with four books of Cæsar's Gallic War, or their equivalent.

General Statement.—It is the purpose of this department to direct the student to a broad, cultural study of the language, literature, and life of the Romans. The course offers not only a systematic study of grammar and of prose composition, together with the reading of authors in culture-historical sequence, but a systematic study of Roman culture history in English, in connection with the reading of the authors selected.

Course I. Roman Oratory.—Four hours a week. First term for Freshmen. Prose composition with study of Latin synonyms, using Cicero's Orations as the basis of study.

Course II. Roman Letters.—Four hours a week. Second term for Freshmen. Lectures on Roman Life. Authors read: Cicero, Horace, Pliny.

Course III. Epic Poetry.—Four hours a week. First term for Sophomores. Virgil; selections from earlier forms of the Roman epic; lectures on topics related to epic poetry.

Course IV. Roman Lyric Poetry.—Four hours a week. Second term for Sophomores. Horace's Odes used as the basis of study.

Course V. Roman Historical Writing.—Three hours a week. First term for Juniors. Livy; Tacitus; composition.

Course VI. Satire.—Three hours a week. Second term for Juniors. Horace; selections from Persius, Juvenal, and Petronius.

Course VII. Comedy.—Three hours a week. First term for Seniors. Plautus; Terence; lectures.

Course VIII. Latin Language and Literature.—Three hours a week. Second term for Seniors.

The reading at sight of numerous selections from the several forms and periods of Latin literature constitutes an important part of this course.

FRENCH

HINDA TEAGUE HILL
EVA M. BRYAN

Courses I and II, as outlined below, represent the full amount of the entrance requirements when French is offered. Students who are not prepared to pass an examination on these courses or their full equivalent will be given an opportunity to take the work in College, but the courses taken to satisfy entrance requirements cannot count toward a degree. When Latin is offered for entrance, Courses I and II will each have the value of one full collegiate course.

Course I. Grammar and Reading.—Four periods a week. Chardenal's *Complete French Course;* Mairet's *La Tache du Petit Pierre,* or Bruno's *Le Tour de La France;* composition based on text read, dictation, conversation. In this course special emphasis is laid on pronunciation, simple idiomatic constructions, the regular conjugations, and the more common irregular verbs.

Course II. Advanced Grammar and Reading.—Four periods a week. Chardenal, *Complete French Course,* or Fraser and Squair, *French Grammar;* Halevy, *L'Abbe Constantin;* Merrimee, *Colomba;* Labiche and Martin, *Voyage de M. Perrichon;* composition and conversation based on books read.

Course III. Seventeenth Century Literature.—Three periods a week. Corneille, *Le Cid,* or *Polyeucte;* Racine, *Andromaque,* or *Athalie;* Moliere, *Le Bourgeois Gentilhomme,* or *Le Misanthrope;* Sevigne, *Selected Letters;* History of Seventeenth Century Literature; composition.

Course IV. Modern Literature.—Three periods a week. Balzac, *Le Cure de Tours,* or *Eugenie Grandet;* Hugo, *Hernani,* or *Ruy Blas;* Lamartine, *Jeanne d' Arc;* Loti, *Pecheur d'Islande;* Sandeau, *Mlle de la Seigliere;* Maupassant, *Contes Choisis;* Musset, *Comedies;* History of Nineteenth Century Literature.

The chief aim of this course is to enable the student to read modern French readily without the aid of a dictionary and to this end a great deal of sight reading is done. Summaries and reviews of books read are written in French.

The books named in the foregoing courses may be varied slightly from year to year.

GERMAN

BERTHA MARVIN LEE
CHRISTINA M. SNYDER

The Department of German offers two distinct courses: one, requiring two years of Latin for admission; the other, omitting the Latin requirement, but insisting upon an equivalent in German.

I. Course A.—No previous knowledge of German is required of those who take this course. The only condition for entrance is the Latin requirement given elsewhere in the catalogue under the head of *Requirements for Admission.*

Freshman.—Grammar. Modern Prose.

Sophomore.—Grammar. German Classics.

Junior.—German Classics. Composition.

Senior.—German Idioms and Synonyms.

II. Course B.—The two conditions for entrance to this course are previous admission to the Freshman English class and the passing of a thorough examination on the rudiments of German inflection and conjugation. A two years' preparatory course is offered to such students as cannot get the necessary instruction in German before they enter the College.

Freshman.—Science Readers. Grammar.

Sophomore.—German Classics. History of Germany.

Junior.—German Classics. Composition.

PHYSIOLOGY AND HYGIENE

ANNA M. GOVE
PATTIE McADAMS

Hygiene.—A course of lectures in practical care of health.

Senior. Physiology and Hygiene.— Freshman Biology and General Chemistry are prerequisites. The course aims to give a practical knowledge of the cells, tissues, and organs of the body; of the general structure and functions; and to apply this knowledge to the consideration of diet and other practical hygiene.

The work is illustrated by simple laboratory exercises, use of microscope, and dissection of lower animals.

PHYSICAL TRAINING

LAURA McALLESTER
EVA WASHBURN

The Department of Physical Training has among its chief objects:

The promotion of bodily health; development of grace, ease of movement, precision, alertness, agility and endurance; correction of faulty postures; and relaxation from mental work.

The gymnastic work is systematic and progressive and embraces both floor drills and apparatus work. Medical and special corrective gymnastics will be given to any suffering from bodily ailments or faulty pos-

tures. A short normal course is offered those who expect to become teachers.

The athletic work, including basketball, field hockey, tennis, and other forms of healthful out-of-door sports, is carefully supervised.

Every student in the College, unless excused by the resident physician, will be required to take the regular work of the department.

All new students will be required to purchase a gymnasium suit and shoes. The cost of these is $6.00.

SCHOOL AND VOCAL MUSIC

ALBERT S. HILL

In this department two distinct courses are provided.

I. Freshman Vocal Music.—This is a general course offered in the Freshman year of each regular degree course. It seeks to give to all students who are preparing to teach in the public schools a thorough training in sight reading; a general knowledge of scales and chords, with their application in making rote-songs, and with æsthetic appreciation for what is best in musical literature. At the completion of this course, students should be able to present the elements of correct singing to their classes and to carry out judiciously the work in each grade as this is outlined by the special teacher of music.

II. Supervisor's Course in Music.—This is a special course intended primarily for those desiring to

become supervisors of music in the schools. It is a four years' course leading to the Bachelor's Degree in Music (Mus. B).

For admission to the Freshman year of this course, students must pass the regular college entrance examinations, demonstrate that they have some musical talent, and give evidence of having had considerable practice in the art. Students entering with advanced credit for work done in other institutions may shorten the time requisite for graduation.

Music is one of the most vital forces to be found in the schools today, and for special teachers of music there is a constantly growing demand. Music does much for the disposition and for the character. It provides recreation and utilizes leisure; it may be a limitless blessing to the home, and the church could hardly exist without it. The child taught to discriminate between music and vulgar noise will not be tempted by the trashy shows that are perhaps the worst curse that afflicts the city life of the poor and the weak. To fully equip the teacher for overcoming all these adverse conditions, the Supervisor's Course for teaching music in the schools follows four lines of work: (1) general education provided by courses in literature, modern language and science; (2) subjects necessary for all teachers, as History, Psychology, and Pedagagy with practice teaching; (3) subjects necessary for all musicians, such as the theory, history, and aesthetics of music; and (4) subjects necessary for the particular kind of teaching for which the student is preparing, such as voice training in song and speech, sight singing, piano, theory of school music, and teaching with observation and practice work.

The general aim of the course is to develop musical

feeling and thought, and to train teachers who shall make the work living and vital to each child in the public schools.

A complete outline of the four years' work will be found in Course IV of the regular courses leading to degrees.

The several individual courses, such as History of Music, Voice Culture, and Harmony, are also open to students in the other departments who have the time to take them. An excellent musical library, and an Æolian Themodist Pianola are at the disposal of the department. The College Choral Society gives concerts annually and provides opportunity for becoming acquainted with the greater choral masterpieces.

INSTRUMENTAL MUSIC

LAURA L. BROCKMANN — EUGENIA HARRIS
CHARLES J. BROCKMANN — LESSIE LINDSAY
MYRA ALDERMAN ALBRIGHT

The study of instrumental music may be pursued in any grade, by students in the regular college courses or in the preparatory department, provided the music added may be included without exceeding the twenty periods of work allowed as a maximum. The charges for music are given under the head of expenses. Instruction is given in violin or other orchestral instruments as well as in the regular piano work.

The course of study leading to the degree of Bachelor of Music is recommended to those who have had sufficient training in piano work, and have evinced some ability for it. For admission into the course the

student must possess at least average musical talent, and must have acquired some degree of proficiency in the use of the instrument and in sight reading. The average student who enters Freshman music has had three or four years' substantial preparation.

The aim of the department is threefold: to make practical musicians; to make thorough and efficient music teachers; and to help the student to a better appreciation of the beautiful in music. The work is carefully planned and systematically carried out with these ends in view.

Much care is given to the development of a good touch and to the building up of an adequate technique. As the instruction given is individual, the material used is chosen with reference to the needs of each student. From the very beginning the student is introduced to the higher class music. The lesser compositions of Mozart, Schubert, and Mendelssohn, as well as the better class of modern compositions, are used, leading by degrees to such works as the Beethoven Sonata and Fugues of Bach. Ensemble practice for the cultivation of sight reading, upon which much stress is laid, will be given. This concerted practice is invaluable, also, inasmuch as the student becomes acquainted with the larger forms of instrumental compositions, such as symphonies and concert overtures used in two- and four-hand arrangements for piano. The college orchestra furnishes additional experience in ensemble work.

Reference to the Bachelor of Music course elsewhere outlined in this catalogue, will show that the general scheme is adapted to the development of well rounded musicians. Harmony, History of Music, Sight Singing and Ear Training are allotted sufficient

time to enable the student to gain a working knowledge of each of these auxiliary branches.

Students completing the music course will be given the degree of Bachelor of Music. Those completing the work, with the exception of the academic subjects of the Junior and Senior years, will receive a music teacher's certificate.

DRAWING

MELVILLE VINCENT FORT

Drawing is recognized as an important factor in education, since it gives skill in the use of the eye and hand, cultivates habits of observation, stimulates thought, and increases appreciation of the beautiful. Should no immediate use be made of the study, from an educational point of view, the habits of neatness and accuracy that are acquired by this training are of incalculable value.

Course I. Freshman. — Two periods a week. Langdon Thompson's Drawing Books, Nos. I and II, are used. These are supplemented by object drawing.

Course II. Sophomore.—Three periods a week. First term, Object Drawing for light and shade. Second term, Water Colors and Brush and Ink Work.

Course III. Senior.—Four periods a week. This course is designed particularly for those who wish to fit themselves to become teachers of drawing in the public schools.

Course IV. Brief Course for Teachers.—Two

periods a week—April and May. The work will include freehand drawing from objects, illustrating nursery rhymes, and making simple designs. Pencils, colored chalk, and water colors will be used.

DOMESTIC SCIENCE

MINNIE L. JAMISON

Household Bacteriology.—Two periods a week, fall term of Freshman year. This course, described elsewhere in the catalogue as *Freshman Biology,* may be regarded as preparatory to Domestic Science. From the standpoint of the student in Domestic Science it covers the study of dust and dust plants in their relation to the home and housekeeper, bacteria, botanical position, method of reproduction, spores, food. Friendly bacteria:—as scavengers; in butter-making, in cheese-making, vinegar, and fermentation. Harmful bacteria:—causing fermentation of food, putrefaction, decay, souring of milk, potato rot, etc. Disease germs:—methods of prevention, antiseptics, disinfectants, sterilization, Pasteurization, sunshine and fresh air. Molds:—reproduction; work; favorable and unfavorable conditions of growth. Yeasts:—where found; work; products; used in bread-making; best conditions for growth. E. W. GUDGER.

Sophomore Domestic Science.—Three periods a week.

I. Food and Dietetics.—This division embraces the following general topics: Composition and nutritive

value of foods; fundamental principles and processes of cookery; practical work in plain and advanced cookery; study of special foods; meats; milk and its products; cereals and their products; breads, vegetables, sugars, beverages; special diet; marketing; planning, cooking and serving meals; cost of living; methods of preserving foods, as canning, salting, and preserving. MINNIE L. JAMISON.

II. Household Chemistry.—This portion of the Sophomore work includes a study of the following: Chemical substances and changes met by a housekeeper in her daily work; water, air, fire and fuels; products of combustion; food and its functions; chemistry of starches and sugars; effect of cooking on starch; digestion of sugars and starches; chemistry and digestion of fats; chemistry and digestion of nitrogenous foods; cleaning; the making and use of soap; use of washing soda, ammonia, kerosene, borax; cleaning metals and marble; removal of stains—grease, ink, mildew and rust; chemistry of baking powder; tests for various foods. MARY M. PETTY.

Household Sanitation and Economics. — Senior year. This course covers the following topics: Hygiene, in relation to the home; the best means of ventilation, heating and lighting; the sanitary disposal of household wastes, solids and liquids; proper use of antiseptics and detergents; plumbing; care of water supply; systematic housekeeping; cost of living; household accounts; domestic service.

MINNIE L. JAMISON.

State Normal and
Industrial College

SPENCER BUILDING, MAIN DORMITORY

LIBRARY
OF THE
UNIVERSITY OF ILLINOIS

DOMESTIC ART

ALMA I. LONG

The work offered by the Department of Domestic Art is as follows:

Course I. Sophomore Year.—Three periods a week. Various utilitarian and decorative stitches applied to articles for personal or household use. Drafting patterns for a suit of underclothing. Making suit of underclothing and simple shirt-waist suit. Repairing. Hand and machine work. Estimated cost of materials, five dollars. An elementary study of textiles is carried on with this work, including a historical sketch of the textile industries; structure and characteristics of cotton, wool, linen and silk; the detection of common adulterants; comparative cost and values of the various fabrics for clothing; and a comparative study of fabrics for hygienic, tasteful, and economic clothing.

Course II. Senior Year.—Four periods a week. continuation of Course I. Use of bought patterns. Making a woolen skirt; designing and making a dainty cotton dress. If time allows, constructive millinery work will be given. Estimated cost of materials, ten dollars.

COMMERCIAL DEPARTMENT

E. J. FORNEY
CLARA BOOTH BYRD

SHORTHAND

The original Isaac Pitman system of Shorthand is taught. It is the aim of the course to make practical shorthand writers—amanuenses and reporters. The inductive method of teaching prevails, the course is well graded, and the student is led, step by step, through easy and natural stages, to *see,* to *think,* and to *act for herself.*

The work of the department will be planned as far as possible to meet the needs of students. The course at first embraces not only a study of principles, but the reading and writing in shorthand of a wide range of English classics. As the student advances, in order to acquaint her with the forces and machinery of the business world, actual business letters bearing upon various subjects are dictated, reproduced on the typewriter, and copied in the letter book. Where it is deemed necessary, sentence structure and composition in the English department of the College will be required.

As a majority of our students will ultimately engage in amanuensis work, this feature is made the leading purpose of the course; but reporting and the work pertaining thereto are not neglected, and when a student demonstrates that she can receive the higher work in shorthand to advantage, such dictation is given as will insure power, strength, and general information. Technical instruction in the use of medical and legal terms is also given.

SUGGESTED COURSES

Group I. Shorthand, Typewriting, Bookkeeping.—This is the ideal course to take, if the previous training of the student will permit it. All accredited students and those who pass the examination for admission into Freshman English will be admitted to this course.

Group II. Shorthand, Typewriting, English and Arithmetic.—This course is recommended to those students who are classified below the Freshman class, As soon as sufficient scholarship in English is acquired to admit to the Freshman class, Group I is recommended.

Group III.—Many students, in order to strengthen their general scholarship, return to the College for a second year's work. To such we recommend Shorthand, Typewriting, English, and some other subject. Music has become very attractive to many in this course.

REPORTING

A course in verbatim note-taking is offered. If a student demonstrates ability to do higher work in shorthand, actual speeches, addresses, sermons, court testimony, etc., are taken. In the first stages of reporting effort, an expert note-taker from the department accompanies the student and takes a check note of her work. This coaching is continued until the student can rely upon her own notes.

This course is open to shorthand writers of any system with a speed of not less than 120 words a minute, provided the applicant has a thorough knowledge of the principles of the system written (the department cannot undertake to teach the elementary principles of any system except the Isaac Pitman) and has

sufficient education to put into practice the expert work offered.

CERTIFICATES

The diligent student can, in from five to eight months, acquire a speed of 80 to 120 words a minute, which is sufficient to do good office work, and certificates will be given to students who can write from dictation correctly in shorthand from new matter at these rates. Students must pass an examination in Arithmetic and preparatory English before this certificate will be given.

Students will be admitted to this department at any time during the college year not later than March 1st.

Business men who may be needing stenographers will, upon application, be put in correspondence with efficient help.

SYLLABUS OF WORK IN SHORTHAND

Session of 34 Weeks, 170 Days

(The books are taken up in the order named)

Inductive Lessons	Ch. 1 to 35	15 days	To develop reading power
Aesops Fables	48 pages	2 days	To fix small words
Easy Readings	32 pages	1 day	To extend word-power
Phonetic Reader	21 pages	2 days	To increase vocabulary
Business Cor. 2	60 letters	5 days	Read and Copied
Business Cor. 1	60 letters	3 days	Read and Copied
Inductive Lessons and Select Readings	Ch. 36 to 54 / 1 and 2	10 days	Study of principles
Pitman's Text-book	Shorth'd only	12 days	Study of principles
Vicar of Wakefield	280 pages	5 days	Read only
Universal Dic. Course	15 businesses	15 days	Dictated to students
Self-Culture (Blackie)	90 pages	5 days	To increase reading power
Key to reporting Ex.	48 pages	15 days	Study of contractions
Gleanings 1 and 2	64 pages	10 days	Reporting style
Selections No. 3	45 pages	5 days	Reporting style
High Speed in Sh.	32 pages	5 days	Dictated to students
Inductive Lessons	54 Ch.	10 days	Review of principles
Pitman's Text-book	Complete	10 days	Review of principles
Universal Dic. Course	10 businesses	10 days	Dictated to students
10 Reporters' Readers	20 lectures	10 days	Sight reading; own notes
Pitman's Jour. (Bath)	1 copy daily	15 days	Shorth'd and editorial
Sel. from Am. Authors		5 days	Read and copied

In addition to the above, beginning with the reading of Self-Culture and running through the course to the end, dictation of 1500 letters collected by the department, legal papers, specifications, etc., is a constant feature of the work.

SHORTHAND—Home Study

There are many young men and women who would probably like to take advantage of a course of systematic work at home. To all such the shorthand department will, upon request, outline a course of home work. All exercises sent to the College will be criticised and corrected, the only requirement being that the postage both ways be paid. This course of home work is constructed to produce *results;* therefore, it will take time and energy. In order to make the course as strong as possible, the complete outline includes the use of a number of books, the cost of which the student must bear. But in order to give students an opportunity to test their power before expending money for books, the department has issued a small pamphlet containing ten easy, well-graded lessons, which will be forwarded to any one upon application.

TYPEWRITING

The Remington and Underwood typewriters are used, fifteen instruments being owned by the department. Skill in the use of the machines is not the only design of the instruction. Special attention is paid to accuracy, neatness, vocabulary, spelling, punctuation, and paragraphing. The instruction is purely practical.

BOOKKEEPING

The course in bookkeeping and business practice is similar to that which can be obtained in progressive commercial colleges. The inductive method of presentation prevails. Each transaction is presented to the student as much like the performance of actual

business as possible. The student is taught self-reliance from the start. The course from the business standpoint is a comprehensive one; it will make not only bookkeepers, but well-informed business women thoroughly conversant with all kinds of common commercial forms and blanks. The arrangement of the books and blanks is such that the subject can be taught with ease in schools of lower grade.

The Burroughs Adding Machine is part of the equipment, and all students in bookkeeping are required to become familiar with its workings. The loose-leaf methods, so universally recognized today, form the basis of the course.

The higher work in bookkeeping represents the best practice of expert accountants of this country, and students are taught the uses of special books adapted to many important lines of commerce.

The expenses of the student taking the business courses for a term of thirty-five weeks are:

If boarding in the dormitory	$195.00
If boarding in the city	65.00*

The above amount includes all college fees for lights, heat, books, etc. (See page 70 for details of payment.)

* Can be reduced to $42.50 if the student passes satisfactory examinations on English and Arithmetic.

COUNTY APPOINTMENTS

Under a regulation conforming to the Charter of the Institution, free tuition is offered to any young woman who will promise to teach for two years in the public or private schools of the State. The capacity of the dormitories is limited, however, and, in order that every county may have representation in the College, about two hundred places in the dormitories have been apportioned among the several counties of the State in proportion to their white school population. Dormitory appointments are also given to those young women who prefer to pay tuition, the money thus derived being used to enlarge and better equip the dormitories and other departments of the College.

The dormitories have been fitted up by the State and board is furnished at actual cost. If the amount collected from the students should be more than sufficient to maintain this department, the balance would be refunded. The law does not permit any profit to be made on the boarding department.

The following indicates the number of free-tuition appointments to which each county is entitled:

3 Alamance	1 Carteret	2 Duplin
2 Alexander	1 Caswell	3 Durham
1 Alleghany	3 Catawba	2 Edgecombe
2 Anson	2 Chatham	4 Forsyth
3 Ashe	2 Cherokee	2 Franklin
2 Avery	1 Chowan	4 Gaston
2 Beaufort	1 Clay	1 Gates
1 Bertie	3 Cleveland	1 Graham
1 Bladen	2 Columbus	2 Granville
1 Brunswick	2 Craven	1 Greene
5 Buncombe	3 Cumberland	5 Guilford
2 Burke	1 Currituck	2 Halifax
3 Cabarrus	1 Dare	2 Harnett
2 Caldwell	3 Davidson	2 Haywood
1 Camden	2 Davie	2 Henderson

1 Hertford	2 New Hanover	2 Stanly
2 Hoke	1 Northampton	2 Stokes
1 Hyde	1 Onslow	3 Surry
3 Iredell	1 Orange	1 Swain
2 Jackson	1 Pamlico	1 Transylvania
4 Johnston	1 Pasquotank	1 Tyrrell
1 Jones	1 Pender	3 Union
2 Lee	1 Perquimans	2 Vance
2 Lenoir	1 Person	4 Wake
2 Lincoln	2 Pitt	1 Warren
2 Macon	1 Polk	1 Washington
3 Madison	3 Randolph	2 Watauga
1 Martin	1 Richmond	3 Wayne
2 McDowell	3 Robeson	4 Wilkes
4 Mecklenburg	3 Rockingham	2 Wilson
3 Mitchell	4 Rowan	2 Yadkin
2 Montgomery	3 Rutherford	2 Yancey
2 Moore	2 Sampson	
2 Nash	1 Scotland	

APPLICATIONS FOR COUNTY APPOINTMENTS

If the number of applicants from any county does not exceed the number to which it is entitled, appointments to places in the dormitories will be made without examination. If, however, it should be found necessary, a competitive examination, prepared by the Faculty, will be held at the county seat about August 1st.

All applications for the county appointments should be in the hands of the President before July 15th.

Students who receive appointments can hold them until they complete the course, provided their conduct and progress are satisfactory to the Faculty.

Any county appointments not applied for by August 1st, will be given to the applicants from other counties, preference being given to the following classes:

1. Those who have spent a year or more at this College, and whose conduct and studious habits have commended them to the Faculty.

2. Graduates of other colleges for young women. This is done in order to prevent graduates from entering the competitive examinations against younger and less mature scholars in their own counties and because these graduates can be prepared in a shorter time to begin teaching in the schools of the State.

3. The best material among new applicants.

EXPENSES FOR THE YEAR

REGULAR COURSE

By the Charter of the Institution, board must be furnished in its dormitories at actual cost. Since there is no possible profit in board, no risk of loss can be taken. It is, therefore, necessary that all bills be paid in advance. No exceptions can be made. The Board of Directors instructs that sight draft be made for all bills not paid when due.

Board in the dormitories	$104.00	
Laundry	18.00	
		$122.00
Fuel and Lights	$ 10.00	
Dormitory Fee	2.00	
Registration Fee	4.00	
Medical and Physical Training Fee	5.00	
For use of Text-books and Apparatus	5.00	
Library Fee	2.00	
		28.00
Total, exclusive of tuition		$150.00
Tuition		45.00
Total, including tuition		$ 195.00

The payments for the regular charges and fees will be due as follows, in advance:

For students who board in the dormitories and have free tuition:

* On entrance	$ 45.00	
November 15th	40.00	
January 15th	35.00	
March 15th	30.00	
		$150.00

* New students, in addition to this amount, must deposit with the Treasurer $6.00 with which to purchase a gymnasium outfit.

For students who board in dormitories, and pay tuition:

* On entrance	$ 60.00	
November 15th	50.00	
January 15th	45.00	
March 15th	40.00	
		$195.00

For students who have free tuition and do not board in dormitories:

* On entrance	$ 15.00	
January 15th	5.00	
		$ 20.00

For students who pay tuition and do not board in dormitories:

* On entrance	$ 25.00	
November 15th	15.00	
January 15th	15.00	
March 15th	10.00	
		$ 65.00

In addition to the above, for students taking Instrumental or Special Vocal Music:

On entrance	$ 15.00	
November 15th	10.00	
January 15th	10.00	
March 15th	10.00	
		$ 45.00

The only necessary additional expenses at the College will be $6.00 for gymnasium outfit, which amount must be deposited with the Bursar on entrance, the cost of medicine in case of illness, and for graduates, a dimploma fee of $5.00.

NON-RESIDENTS

No free tuition is given to a non-resident of the State, but a tuition charge of $65, instead of $45, is made.

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* New students, in addition to this amount, must deposit with the Treasurer $6.00 with which to purchase a gymnasium outfit.

SPECIAL COURSES

To any student not boarding in the dormitories desiring to take a special course in Stenography, Domestic Science, Domestic Art, or other single department (except Music and Manual Arts Departments), a charge of $22.50 for tuition will be made, besides the regular fees ($20).

MUSIC DEPARTMENT—INSTRUMENTAL

The charges for the collegiate year are $45.00. This includes the use of piano for practice one period a day. Students taking the "Bachelor of Music Course" will need extra practice time, and for the use of piano there will be an additional charge of $4.00 a year for each extra period. For violin, mandolin, or guitar, when students own their instruments, the charges for the year are $36.00. Music students buy their own sheet music and music books. From $3.00 to $5.00 will cover the cost.

MUSIC DEPARTMENT—VOCAL CULTURE

The charges for special vocal lessons, including daily piano practice, are $45.00.

The students are not required to bring any text-books. The College will, for the book fee, furnish the use of all ordinary text-books. But it might be helpful if students would bring a good English dictionary and any other useful reference books in their possession. Latin, French, or German lexicons, when needed, must be purchased by the student.

In all business matters the College prefers to deal directly with the students, rather than with their

parents or guardians. This gives them business experience, and makes them realize the cost of their training.

All students are supposed to matriculate for the full year, and must not expect any fees or dues remitted on account of their irregularities, or change in plans, except in cases of serious illness, making it necessary for the resident physician to advise them to return home.

Let all checks and money orders be made payable to E. J. Forney, Treasurer.

FREE TUITION

The State Normal and Industrial College offers no scholarships. The only students who can have free tuition are those "who signify their intentions to teach upon such conditions as may be prescribed by the Board of Directors." Part of the dormitory space is reserved for tuition-paying students, and part for free-tuition students. Each student applying for free tuition must sign the following agreement:

"I seek the opportunities of the State Normal and Industrial College because it is my desire and intention to make teaching my profession, and I agree, in consideration of free tuition granted me in said Institution, if I can secure employment and my health permits, to teach in the public or private schools of the State for at least two years after I leave the College. If within three years from the time I leave the College, I fail to teach as herein stated, from any fault of mine, which shall be decided by the Board of Directors or the Executive Committee, I agree to pay the College full tuition with interest for the time I attended. I furthermore agree that until this pledge shall have been fulfilled, I will report to the College, in May of each year after I leave it, the amount of teaching work I have done."

LOAN FUNDS AND FELLOWSHIPS

THE ALUMNAE LOAN AND SCHOLARSHIP FUND

For the purpose of establishing a few scholarships for post-graduate work, and for making loans to worthy students, chiefly in the higher classes, who could not return to the College without aid, the Alumnæ Association has undertaken to raise a fund. This fund now amounts to about $15,000.

THE JARVIS BUXTON LOAN FUND

This fund, now amounting to $100, is established by Mrs. J. C. Buxton, of Winston, N. C., in memory of her little son, who, notwithstanding the fact that he was an invalid all his life, had accumulated this amount of money before his death.

THE ADELAIDE WORTH DANIELS FUND

This fund, amounting to $100, has been established by Mr. and Mrs. Josephus Daniels in memory of their little daughter, and is to be used as a loan fund to worthy students.

THE LIDA CARR LOAN FUND

This fund was established by General and Mrs. Julian S. Carr.

THE McIVER LOAN FUND

As a memorial to the founder and first president of the College, the Alumnæ Association is raising *The McIver Loan Fund.* The amount raised in each county will be credited to it and used in aiding worthy

students from that particular county. Contributions to this fund are now coming in, and it is probable that loans for several counties will be available next year.

THE UNITED DAUGHTERS OF THE CONFEDERACY SCHOLARSHIPS

The North Carolina Division of the United Daughters of the Confederacy offers two scholarships to descendants of Confederate veterans. These scholarships are worth about $125.00 each.

THE SARAH AND EVELYN BAILEY SCHOLARSHIP

Mr. and Mrs. T. B. Bailey, whose only children died while students at this College, have established a permanent scholarship to be known as *The Sarah and Evelyn Bailey Scholarship.*

OTHER LOAN FUNDS

Charles Broadway Rouss, of New York, gave $100 to be used as a loan fund to the daughter of a Confederate soldier.

Mr. and Mrs. V. Everit Macy, of New York, gave $1,000 to be used as a loan fund.

The late Judge John Gray Bynum bequeathed to the College $1,000, known as the *Hennie Bynum Scholarship,* to be used as a loan fund for the aid of some young woman from Burke County.

PRIZES

THE WHITSETT PRIZE

Mr. W. T. Whitsett, President of Whitsett Institute, offers each year to that member of the Senior class presenting the best graduating thesis, a prize consisting of a handsome set of books. This prize is awarded at Commencement.

THE WULBERN PRIZE

The Dorcas Bell Love Chapter of Daughters of American Revolution, Waynesville, N. C., offers each year a prize of ten dollars in memory of Mrs. Mary Love Stringfield-Wulbern. This prize is awarded to that member of the Senior class who, during the four years of her college course, has done the best work in history.

THE WALKER PRIZE

Prof. N. W. Walker, of the University of North Carolina, offers each year a prize of ten dollars to that member of the Junior or Senior class who writes the best paper on some subject in North Carolina history.

THE MURPHY PRIZE

Hon. J. D. Murphy, of Asheville, N. C., offers each year a prize of ten dollars to that member of the Junior class who does the best year's work in North Carolina history.

GOVERNMENT

Those who board in the College will be under the direct care of the President, the Lady Principal, and her assistants. The general policy in regard to government has been to trust the students and appeal to their honor and sense of propriety. It is but simple justice to say that they have responded to these appeals with a loyalty and faithfulness worthy of the highest praise. Vexatious and needless restrictions are dispensed with. The regulations made in regard to conduct and study hours have been the result of a consultation with the students, and of a practically unanimous vote in their favor. The students are responsible for the preparation of their lessons, but they can do their studying either in the Assembly Hall or in their private rooms. The object is to throw responsibility upon the students and to make them, as nearly as practicable, a self-governing body. This sense of responsibility is one of the educative forces of the College. Under certain conditions it might be found necessary to modify the method of discipline, *but where many of the students are themselves teachers, where about one-third are defraying their own expenses, and where the average age is nearly twenty years,* the sober judgment of the students can generally be relied upon to produce a public sentiment that will result in right conduct and honest work.

Each student, when she registers, is required to sign the following contract:

CONTRACT

I do hereby contract with the State Normal and Industrial College that so long as I shall remain a student of the College, I will endeavor to comply cheerfully with all its regulations in all particulars, and I agree not to deface or injure, by writing or otherwise, any of its furniture, books or other property. Moreover, if I should accidentally do damage to any property of the College, I hereby agree to report it promptly to the President, or, in case it should be dormitory property, I agree to report it to the lady in charge of the building where the damage is done, in order that it may be properly assessed, and that I may pay for the same.

Compliance with the foregoing contract requires promptness in attendance upon every meeting of students in chapel, dining-room, at recitations, or elsewhere, from the date of the opening of the College to the last exercise of the Commencement.

GENERAL INFORMATION

AN EDUCATIONAL CENTER

The State Normal and Industrial College and its friends are to be congratulated upon its location.

Greensboro is one of the prosperous, growing cities of the country. Its healthfulness is well known, and its social and religious influences are the best. Its accessibility and the hospitality and progressive spirit of its people render it the favorite convention city of the State. A week seldom passes in which it has not, as its guests, some body of eminent men and women assembled in the interest of matters of public concern. Students of the College thus enjoy exceptional advantages for coming in contact with prominent state and national leaders, and of gaining an intelligent conception of the more important problems relating to the life and welfare of our people. The churches, the schools and colleges, the libraries, hospitals, and other agencies for civic and social betterment add immensely to the opportunities for liberal culture. The woman who spends a year or more in this environment gains a broader conception of life and adds to her qualifications for usefulness. The city has long been an educational center. Its people and the people of Guilford County are liberal friends of public education, and have always been strong advocates of the education of women. The public schools of Greensboro are well equipped, and do efficient work, giving boys and girls

a thorough preparation for college. There are few towns or cities where the educational advantages are so excellent and may be had at such small cost.

There is another important reason why the College is fortunately located. To the entire people of the State, Greensboro is the most accessible of North Carolina towns. It is the geographical and railroad center of the State. The North Carolina Railroad, the Northwestern North Carolina Railroad, main line of the Southern Railway, and the Atlantic and Yadkin Railway, meet at Greensboro.

The schedule time to Greensboro from Raleigh, Fayetteville, Durham, Winston-Salem, Mt. Airy, Statesville, Salisbury, and Charlotte is from one to four hours.

One can leave Weldon, Goldsboro, Tarboro, Wilson, Maxton, Hamlet, Wilkesboro, Asheville, or Hot Springs in the morning and reach Greensboro by bedtime.

Students who leave Wilmington at 9:00 a. m., and those who take the early trains at Murphy, Morehead City, and the railroad stations in the most remote corners of the State, will meet in Greensboro in the afternoon or evening of the same day.

EQUIPMENT

The College owns about one hundred acres of land. Ten acres, fronting on a paved and macadamized thoroughfare, are laid out and cared for in accordance with the plans of landscape gardeners. This constitutes the campus proper. Electric cars, operated on a ten-minute schedule and having three stopping points in front of the grounds, afford ready access to the railway station and to all points of interest in the

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INFIRMARY

LIBRARY
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city and its suburbs. A private avenue with macadam walks leads through the grounds to the several college buildings. A woodland park of twenty-five acres, covered with a natural forest growth of rare beauty, is the private property of the College. Several miles of walkways, a pavilion, and numerous rustic bridges add to the charm and comfort of this fresh air recreation ground. Ample space is allotted to tennis, basketball and other forms of athletic sports.

The college buildings have been specially designed for their several purposes and represent the best in material and equipment. They are properly lighted and ventilated, have adequate fire protection, are warmed by a central heating plant, supplied with hot and cold water, and provided with both gas and electric lights. The buildings include:

Administration Building.—Offices, Laboratories, and Recitation Rooms.

Library.—Fire-proof Book Room, Vault, Offices, Reading Room, Reference and Study Rooms.

Students' Building.—Manual Arts and Domestic Science—six rooms; two Literary Society Halls, Young Women's Christian Association Hall and Reading Room, College Auditorium, and fifteen Music Rooms.

Spencer Building.—Main Dormitory, 492 feet long, facing east on College Avenue: North wing extension, 120 feet; south wing, facing on Walker Avenue, 240 feet. Kitchen, Cold Storage, and Central Dining Hall with accommodations for 600. Total dormitory capacity of this building, including rooms for matron and assistants, 390.

Guilford Hall Dormitory.—Accommodations for 70 students.

Curry Building.—Teachers' Training School, Model School Building, Offices, Assembly Hall, Play Room, and twelve Class Rooms. Devoted exclusively to the work of the Normal Department.

McIver Memorial Building.—Thirty-two Lecture Rooms, Laboratories and Offices, especially designed for the Science Departments.

Infirmary.— New building, seventy-five bed capacity. Modern in construction and arrangement. Thoroughly equipped. Laboratories, Operating and Consultation rooms, Solaria, Outdoor rooms, Physician's and Nurses' rooms, Dining room and Kitchen.

Old Infirmary.—Two-story brick cottage, now used as a dormitory.

Power House, Laundry and Central Heating Plant.

President's Residence.

THE LIBRARY

The library is one of the distinctly educative forces of the College. Those in whom its management is vested consider that it has a mission to perform other than that of mere adjunct to departmental work. Efforts are made to render it a vital force in the life of each student. To be educated in the friendship of books—to derive that solace and inspiration and strength that come from restful, friendly communion with the world's choice spirits—is no insignificant part of a woman's education. Denied this perennial source of wisdom, culture and sympathy, a woman

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THE LIBRARY

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misses one of the most potent agencies in her own development and an effective means of appeal to others.

The library building, a model of comfort and convenience, is the gift of Mr. Andrew Carnegie. Care has been taken to select such books as are most serviceable to students in their work in the various departments. Students have access, under necessary limitations, to the book-shelves. Facilities are offered for reading and study during library hours, and the librarian is present to give help in any line of special study or reading. The library now contains more than seven thousand volumes, and valuable additions are annually being made by purchase and donations. Special effort is being made to secure any works on North Carolina history. Old volumes, magazines, pamphlets, newspapers—all material relating to the history and literature of the State will be acceptable.

The Reading Room is supplied with the best current literature, including state and national papers, leading magazines, reviews, and educational journals.

The library is open on week-days, except Saturday, from 8:30 a. m. to 6:00 p. m. The Saturday hours are from 8:30 a. m. to 5:00 p. m.

SOCIAL LIFE

With regard to the social management of the dormitories the authorities consider it essential that the young women have every privilege consistent with student life. Shopping, visiting, and receiving friends to a reasonable extent are not prohibited, *but no night may be spent out of the dormitories without a written request from parents or guardians, and even then, permission will not be granted if, in the judgment of the authorities, it would be unwise to do so.*

Under proper conditions, visits from gentlemen will be allowed, when written requests for that privilege are made by parent or guardian addressed directly to the Lady Principal.

RELIGIOUS LIFE

Though unsectarian in its management, the College is distinctly Christian. Students are urged to attend the church of that denomination which it is their custom to attend when at home. The several pastors of the city churches are cordially invited to visit the Institution in order that they may become personally acquainted with the students and strengthen their religious life by helpful talks and conferences.

Prayers, with the reading of the Scriptures, and singing, are a part of each day's exercises. Attendance on this service is required.

Under the auspices of the Young Women's Christian Association voluntary Bible classes are conducted.

The Association also provides for a gospel service twice a week.

GENERAL CULTURE

Students should breathe an atmosphere that will promote growth. The College, in addition to its regular work, seeks in various ways to promote the general culture of its students. Lectures are given from time to time by members of the faculty, and addresses made by prominent men and women, whose presence and whose messages are an inspiration to right thinking and right living.

SPIRIT OF DEMOCRACY

A large measure of the success which has attended the State Normal and Industrial College has been due

to the representative character and spirit of the young women who have been its students. They have come from all of the one hundred counties of the State, and in their political and religious faith, their financial condition, and professional and social life, have been thoroughly representative of the people of North Carolina. Among them have been three hundred graduates of leading female colleges and more than a thousand who taught school before entering the Institution. In fact, the College has had every type of respectable woman in North Carolina, from the one who enjoyed all the advantages which money and social position confer, to the girl whose absence from her humble home meant increased toil and self-denial to every member of her family.

A large number of these young women remain in the College at their own expense, without help from parents, and a majority of them expect to become teachers. This has exerted a strong influence in favor of industry and the steady performance of duty. Moreover, the fact that the College has not depended upon the revenue derived from any class of its students has tended to aid in its discipline, and to imbue all the students with a spirit of democracy. The State is always the gainer when its teachers can be trained in an atmosphere of equality which recognizes the worth of honest toil and faithful service, regardless of class distinctions. This coming together of all classes from all sections of the State fosters patriotism, self-reliance, and breadth of vision, gives the students a clearer comprehension of the needs of their State, and inspires them with a laudable ambition to be of some service. The spirit of the College is, therefore, worthy of the State of North Carolina. With a seriousness of purpose nowhere surpassed and an

earnest yet kindly striving for the higher standards of life and thought, here annually gather, on equal terms, more than six hundred North Carolina women. Here is no hatred of wealth, and no contempt for poverty, but courteous recognition of equal rights with cheerful tribute paid to moral and intellectual worth.

SERVICE

Some indication of the serviceableness of the College is suggested by what has been said of the scope and character of its patronage. It has, since its establishment, been an open door of opportunity to the white women of North Carolina. Through it the State has added to its resources over 3000 educated women who have taught lessons of patriotism and right living to more than 200,000 North Carolina children. Two-thirds of all the students enrolled and nine-tenths of all who graduate become teachers in North Carolina. No large movement for the uplift of the State has failed to have support from its faculty and students, and today there is not a county in the State where representatives of the College are not to be found actively engaged in public service. There is no kind of educational institution requiring women teachers with ordinary professional training, where students of the State Normal and Industrial College have not been employed. Of course the largest class of teachers trained by the Institution have gone to the country public and private schools, but more than thirty per cent. of the women teachers in the graded schools of the State are former students of the College, and its graduates have been employed in every orphanage, and in a large number of high schools, seminaries, and colleges.

HEALTH AND MEDICAL ATTENTION

The physical welfare of the students is made a prime object of attention. An experienced woman physician has charge of matters pertaining to health, and her lectures on sanitary science and personal hygiene form part of the required course of study. Trained nurses are also regularly employed. The physician and nurses may be consulted day or night. The cost of the medical consultation and attendance is included in the published expenses. In this way medical advice is to be had at the least cost, and the danger obviated of any student's postponing for economical reasons the necessary consultation.

A regular outdoor walking period is observed, healthful open-air sports are encouraged, and, under the direction of teachers of physical training, each student is required to take prescribed forms of physical exercise.

The prevention of sickness is the main object of physician, nurses, and directors of Physical Culture. With the enlarged facilities afforded by the new infirmary, it is hoped to prevent cases of physical breakdown on the part of students by transferring them, when necessary, to quiet rooms where they will be subject to individual dieting and special care.

In the boarding department the daily menus are made out and the dining room supervised by a trained dietitian. A matron-in-charge is responsible for the purchase, storage, and proper preparation of food materials. The sewerage and water systems, the bath rooms and lavatories, the heating and ventilating machinery and the laundry are carefully inspected. All drinking water is thoroughly sterilized; care is

exercised in regard to the milk and butter supply; proper ventilation of dormitory and recitation rooms is insisted upon; and due precaution is taken to prevent the origin and spread of infectious diseases.

A committee appointed by the State Board of Health visits and inspects the Institution.

SOME DISTINCTIVE FEATURES OF THE COLLEGE

The College has several features which are not common to all colleges for women. Among them may be mentioned:

1. The dormitories have been fitted by the State and board is furnished at actual cost.

2. Regular courses of study have been arranged with a special view to preparing young women to teach.

3. All candidates for the teaching profession must study Psychology and Pedagogics for at least two years, and during the Senior year, spend a part of each day in teaching under the supervision and kindly criticism of the head of the department of Pedagogy and his assistants in the Training School.

4. Departmental courses, designed especially for teachers, are offered in Freehand Drawing, Vocal and Instrumental Music, Domestic Science, Nature Study, Physics, Chemistry, and Manual Arts.

5. To women teachers and to graduates of other colleges two brief courses are offered, specially designed for those who seek better professional equipment, but who, for various reasons, are unable to pursue the regular four-year courses leading to degrees.

6. All students have an opportunity of taking a three years' course in Manual Arts.

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7. Courses in Domestic Science, Household Sanitation and Economics form a part of the regular college work.

8. Under no circumstances can any student receive free tuition without taking the pledge to teach for at least two years after leaving the College.

9. Nine-tenths of the young women who have received the College diploma have taught since their graduation.

ORGANIZATIONS

There are a number of organizations among the students, and it is a mistake from any standpoint for a young woman to come to the College and not belong to one or more of them. The expense connected with membership is not large and the advantages are very great in many ways.

ADELPHIAN AND CORNELIAN SOCIETIES

These are two literary organizations of strength and usefulness, both to the College and to the individual members. They are managed by the students themselves, and members of the Faculty have no connection with them except honorary membership. *After observing for several years the general progress of those students who are members of these societies, and those who are not, the authorities of the College do not hesitate to say that it is a great mistake for a student not to become a member.* Besides the literary work, they give to students a training in self-control and in the power to influence others, which the regular work of the College cannot give.

The Board of Directors prohibits any other secret organizations.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The Young Women's Christian Association is a voluntary organization of the students and is entirely under their management. The Faculty are in hearty sympathy with the Association, and are glad to render such aid as they can in the prosecution of the work.

The object of the Association is primarily the development of Christian character in its members, and the prosecution of active Christian work in this College. But no organization worthy of the name of Christian can remain self-centered, and the secret of the power of the Students' Association is found in its three-fold purpose: (1) To help unite the Christians of the student world; (2) to establish and promote the religion of Christ in the lives of students; and (3) to equip and send forth leaders to extend the Kingdom of God throughout the earth.

Any student or teacher in the College, or any woman connected with the Institution, who may desire to attend the meetings or take part in Bible study, may be elected an associate member of the Association. Any such woman who is a member of an evangelical church is eligible to active membership.

The Committee on Devotional Meetings provides for a gospel service every Sabbath evening. The pastors in the city and others are frequently invited to make addresses before the organization.

Twenty-four classes have been organized for systematic Bible and mission study. Contributions are made to various philanthropic causes.

The growth of the College and the increased work of the Association make necessary the employment of a Local Secretary. An earnest effort is being made to secure a Secretary for next year.

THE STATE NORMAL MAGAZINE

The State Normal Magazine is published every month from October to June, by a Board of Editors elected from the Adelphian and Cornelian Literary Societies. The publication is under the general direction of an Advisory Committee chosen from the Faculty. The matter contained in it is not of purely local interest. Timely articles on current educational questions, with material relating to the past history of the State, form a considerable portion of its contents.

The subscription price is one dollar a year, payable in advance.

TEACHERS' REGISTRY

A registry of the names of students and graduates who desire to teach is kept by the College. The Alumnæ who are interested in it are requested to keep the authorities informed of changes in their address. The President will be pleased to correspond with any who desire teachers.

LIST OF STUDENTS, 1910-1911

Name	Postoffice	County
Abernethy, Addie May	Charlotte, R. 6	Mecklenburg
Abernethy, Lucy	Lenoir	Caldwell
Aiken, Eva Vertie	Greensboro	Guilford
Albright, Nettie	Burlington	Alamance
Alexander, Eula	Stony Point	Alexander
Alexander, Louise	Charlotte, R. 46	Mecklenburg
Anders, Mildred	Ivanhoe	Bladen
Apple, Fannie	Reidsville	Rockingham
Arnold, Della	Hamptonville	Yadkin
Asbury, Rosalie	Morganton	Burke
Ashley, Agnes Holbrook	Greensboro	Guilford
Austin, Coline Munroe	Durham	Durham
Austin, Helen Hufham	Tarboro	Edgecombe
Avery, Gladys	Morganton	Burke
Aycock, Ivor	Fremont	Wayne
Bailey, Ida Cecilia	Greensboro	Guilford
Barber, Lottie G.	Barber	Rowan
Barnes, L. Mae	Lewiston	Bertie
Barringer, Frances	Cleveland	Rowan
Batterham, E. Rose	Asheville	Buncombe
Batterham, Lily Mary	Asheville	Buncombe
Baugh, Ethel Irene	Raleigh	Wake
Baxley, Lena Mayo	Gibson	Scotland
Baynes, Effie	Bushy Fork	Person
Beatty, Maude H.	Tarboro	Edgecombe
Beavers, Hallie	Siler City	Chatham
Beckham, Margaret Othello	Hiddenite	Alexander
Bell, Eloise	Swan Quarter	Hyde
Bell, Louise	New Berne	Craven
Bennett, Bessie	Reidsville	Rockingham
Benson, Estelle	Troy	Montgomery
Benton, Stella B.	Goldsboro	Wayne
Berry, Leta	Swan Quarter	Hyde
Berry, Margaret	Chapel Hill	Orange
Biggs, Jessie Iona	Laurinburg	Scotland
Black, Antoinette	Wilmington	New Hanover
Black, Hazel Lucile	Wilmington	New Hanover
Black, Julia Holt	Carthage	Moore
Blackwell, Clara	Reidsville	Rockingham

Name	Postoffice	County
Blakeney, Rosa	Monroe	Union
Blalock, Lena	Norwood	Stanly
Bland, Joanna Elizabeth	Pittsboro	Chatham
Bledsoe, Iola	Rogers Store	Wake
Blevins, Della	Wilkesboro	Wilkes
Boddie, Leah	Durham	Durham
Boddie, Sallie Sledge	Durham	Durham
Bollinger, Ethel Condo	Asheville	Buncombe
Bond, Sallie J.	Windsor	Bertie
Boren, Chase	Pomona	Guilford
Boren, Mamie	Pomona	Guilford
Bostian, Annie E.	Salisbury	Rowan
Bracey, Katie	Rowland	Robeson
Bradshaw, Lillian M.	Salisbury	Rowan
Briggs, R. Joy	Greensboro	Guilford
Broadfoot, Frances Bryan	Fayetteville	Cumberland
Brockmann, Grace	Greensboro	Guilford
Brogden, Lura	Goldsboro	Wayne
Brogden, Sabra	Goldsboro	Wayne
Brooks, Louise Badger	Roxboro	Person
Brooks, Mamie L.	Snow Hill	Greene
Brooks, Marguerite	Greensboro	Guilford
Brown, Louise Milton	Albemarle	Stanly
Brown, Bonnie Mae	Kinston	Lenoir
Brown, Mary Katherine	Albemarle	Stanly
Brown, Nannie T.	Kinston	Lenoir
Brown, Ora Lee	Kinston	Lenoir
Browne, Annie Goodloe	Vaughan	Warren
Browne, Ida Estelle	Vaughan	Warren
Bruner, Mary	Salisbury	Rowan
Bruton, Fannie Willard	Mt. Gilead, R. 2	Montgomery
Bruton, Mary Mebane	Mt. Gilead, R. 2	Montgomery
Bruton, Neta Ray	Kinston	Lenoir
Bryan, Jamie	Greenville	Pitt
Buford, Lalyce D.	New Berne	Craven
Bunch, Elizabeth E.	Asheboro	Randolph
Bunn, Katherine	Rocky Mount	Nash
Bunn, Maude	Rocky Mount	Nash
Burbage, Olivia	Como	Hertford
Burch, Hattie E.	Roxboro	Person
Burton, Lula B.	Reidsville	Rockingham
Burwell Elizabeth Norman	Oxford	Granville
Byrd, Mabel Winfield	Smithfield	Johnston
Camp, Elizabeth	Green River	Polk
Campbell, Mary S.	Greensboro	Guilford
Cannady, Marguerite A.	Oxford	Granville

Name	Postoffice	County
Cannady, Minnie Mae	Oxford	Granville
Carlyle, Janie	Lumberton	Robeson
Carpenter, Nora	Ansonville, R. 1	Anson
Case, Rosa W.	Guilford College	Guilford
Cashwell, Bessie	Parkton	Robeson
Cashwell, Claudia	Mocksville	Davie
Caudill, Alverda	Valle Crucis	Watauga
Caudill, Myrtle	Valle Crucis	Watauga
Caudle, Cora	Hamptonville	Yadkin
Cavenaugh, Lucile	Wilmington	New Hanover
Cheek, Inez	Roxboro	Person
Cherry, Annie Moore	Scotland Neck	Halifax
Cherry, Ernestine	Scotland Neck	Halifax
Clary, Mable M.	Greensboro	Guilford
Coats, Dora	Smithfield	Johnston
Cobb, Margaret Cameron	Lincolnton	Lincoln
Coble, Madge	Greensboro	Guilford
Coble, Maggie L.	Greensboro	Guilford
Coble, Ruth M.	Greensboro	Guilford
Cochran, Rose Ellen	Star	Montgomery
Cochrane, Elsie M.	Greensboro	Guilford
Coffin, Mary R.	Greensboro	Guilford
Cole, Flossie	Silver Hill	Davidson
Cole, Margaret B.	Proximity	Guilford
Coltrane, Eva P.	Randleman	Randolph
Cooper, Mabel	Hickory	Catawba
Cooper, Mary Ashburn	Windsor	Bertie
Cox, Jeannette	Winterville	Pitt
Cox, Margaret Lola	Princeton	Wayne
Craddock, Elizabeth Easley	Houston, Va.	Halifax
Craig, Elizabeth	Reidsville	Rockingham
Cranford, Estelle	Trinity	Randolph
Craven, Bessie Ethel	High Point	Guilford
Crawford, Louise	Goldsboro	Wayne
Crews, Edna	Oxford	Granville
Crisp, Lillian Gorham	Falkland	Pitt
Crowell, Vera	New London	Stanly
Culpepper, Lucy L.	Wilson	Wilson
Cummins, Annie F.	Kinston	Lenoir
Daniel, Bertha Lunsford	Roxboro	Person
Darlington, Fannie Maie	North Wilkesboro	Wilkes
Daughety, Lallah Lynn	Kinston	Lenoir
Davenport, Mary Fay	Mount Holly	Gaston
Deal, Ruby	Taylorsville	Alexander
Deans, Ruth	Wilson	Wilson
Decker, Martha	Marion	McDowell

Name	Postoffice	County
Ditmore, Fannie Roselle	Millsaps	Graham
Dixon, Kate	Greensboro	Guilford
Douglass, Edna Arlene	Barium Springs	Iredell
Dowty, Sidney	Grantsboro	Pamlico
Drye, Nellie M.	Greensboro	Guilford
Dysart, Jennie	Lenoir	Caldwell
Earnhardt, Jessie	Lenoir	Caldwell
Eaton, Grace	Statesville	Iredell
Eaton, Mamie	Cleveland	Rowan
Edgerton, Lillian M.	Kenly	Johnston
Edmiston, Annie Lou	Mount Ulla	Rowan
Edwards, Mildred A.	Chadbourn	Columbus
Eller, Virginia	Berlin	Ashe
Elliott, M. Grace	Greensboro	Guilford
Elliott, Guelda	Greensboro	Guilford
Elliott, Lucille	Greensboro	Guilford
Ervin, Catharine	Morganton	Burke
Erwin, Katherine Adelaide	Brevard	Transylvania
Exum, Carrie	Snow Hill	Greene
Faison, Georgia Hicks	Clinton	Sampson
Faison, Laura Murphy	Faison	Duplin
Faison Margaret Johnson	Clinton	Sampson
Faison, Martha H.	Faison	Duplin
Faison, Ruth Spicer	Faison	Duplin
Farmer, Julia Estelle	Wilson	Wilson
Ferguson, Fannie R.	Crabtree	Haywood
Field, Lillian	Hickory	Catawba
Fields, Clyde	Amelia	Alleghany
Finger, Gertrude Mills	Hickory	Catawba
Flanagan, Mary A.	Farmville	Pitt
Fleming, Selma	Hassell	Martin
Foard, Lizzie Kate	Hickory	Catawba
Forney, Marion	Greensboro	Guilford
Foust, Reba	Goldsboro	Wayne
Foy, Clara Belle	Mt. Airy	Surry
Franck, Flora Bell	Richlands	Onslow
Frashure, Virginia Gordon	Reidsville	Rockingham
Freeman, Mamie Wilson	Greensboro	Guilford
Frizell, Nannie Louise	Webster	Jackson
Gaither, Ruth Pamela	Harmony	Iredell
Gainey, Jessie C.	Fayetteville	Cumberland
Garner, Nina	Newport	Carteret
Garrett, Ethie Bew	Burlington	Alamance
Gates, Sibyl May	Manteo	Dare

Name	Postoffice	County
Gay, May Husted	Goldsboro	Guilford
Gibson, Annie Prince	Laurinburg, R. 4	Scotland
Gill, Carrie Evelyn	Henderson	Vance
Gill, Louise N.	Laurinburg	Scotland
Glenn, Gertrude	Gastonia	Gaston
Glenn, Lena	Stoneville	Rockingham
Goldston, Ethel	Goldston	Chatham
Goodson, Gladys	Marion	McDowell
Grantham, Dessie	Goldsboro	Wayne
Gray, Elizabeth	Charlotte	Mecklenburg
Green, Jessie Scott	Weldon	Halifax
Greene, Lena	Monroe	Union
Green, Mary Elizabeth	Thomasville	Davidson
Green, May	Cana, R. 2	Davie
Green, Myrtle	Stovall, R. 1	Vance
Grier, Lila	Charlotte, R. 8	Mecklenburg
Griffin, Gertrude	Goldsboro	Wayne
Grogan, Ione Holt	Reidsville	Rockingham
Groome, Huldah	Pomona	Guilford
Groome, Jessie	Greensboro, R. 3	Guilford
Groome, Ruth	Pomona	Guilford
Groves, Meriel Everett	New Berne	Craven
Groves, Pattie Johnston	Rockingham, R. 3	Richmond
Gudger, Sallie Lorena	Asheville	Buncombe
Gunter, Ruth Pauline	Sanford	Lee
Hall, Elizabeth D.	Belmont	Gaston
Hamilton, Lucy	Atlantic	Carteret
Hampton, Ruth	Greensboro	Guilford
Hanes, Mary J.	Winston	Forsyth
Hannah, Zorah	Waynesville	Haywood
Harrington, Mildred	Aberdeen	Moore
Harris, Alice	Wake Forest	Wake
Harris, Ina V.	Louisburg	Franklin
Harry, Elizabeth Neely	Greensboro	Guilford
Harry, Frances	Greensboro	Guilford
Hart, Florence Allen	Weldon	Halifax
Hays, Frances D.	Oxford	Granville
Henderson, Bain	Mount Holly	Gaston
Herring, Rebecca Ashford	Clinton	Sampson
Higgins, Fannie C.	Leicester	Buncombe
Higgins, Phoebe	Ennice	Alleghany
Hildebrand, Florence Leona	Morganton	Burke
Hoffman, Stella F.	Scotland Neck	Halifax
Holliday, Cyrette	Clinton	Sampson
Holloway, Hallie Woods	Gorman	Durham
Holloway, Mamie A.	Gorman	Durham

Name	Postoffice	County
Holloway, Pearl S.	Gorman	Durham
Holman, Mary Gay	Wilkesboro	Wilkes
Holshouser, Mary	Crescent	Rowan
Holt, Cecile Gradie	Burlington	Alamance
Holt, Iris Leola	Burlington	Alamance
Holt, Julia Clair	Burlington	Alamance
Honrine, Frances Inez	Wilson's Mills	Johnston
Horney, Mabelle	High Point	Guilford
Horney, Myrtle	High Point	Guilford
Hoskins, Mary Katherine	Summerfield	Guilford
House, Elsie	Marion	McDowell
Howell, Hattie Sherrod	Tarboro	Edgecombe
Hubner, Theresa Marie	Greensboro	Guilford
Hughes, Effie J.	Haw River	Alamance
Hughes, Florence Pauline	Greensboro	Guilford
Hummel, Mary Magdalene	Goldsboro	Wayne
Hunt, Fanny Burke	Brevard	Transylvania
Hunt, Florence Rebecca	Kittrell, R. 2	Vance
Hunt, Hazel	Goldsboro	Wayne
Hunt, Helen R.	Kittrell, R. 2	Vance
Hunt, Lillian	Kittrell, R. 2	Vance
Hunter, Mary	Raleigh	Wake
Husketh, Bessie	Durham, R. 4	Durham
Hyman, Susie L.	Hobgood, R. 2	Martin
Idol, Verta Louise	High Point	Guilford
Ivey, Ethel L.	Seven Springs	Wayne
Jeffress, Florence	Canton	Haywood
Jessup, Emma Stokes	Hertford	Perquimans
Jetton, Mabel Gerding	Shelby	Cleveland
John, Cora	Lumber Bridge	Robeson
Johnson, Lena May	Asheboro	Randolph
Johnson, Margaret E.	Salisbury	Rowan
Johnson, Sadye Tarwater	Warrenton	Warren
Johnson, Sarah Louise	Ruffin	Rockingham
Johnston, Mollie James	Littleton	Halifax
Johnston, Myrtle B.	Roper	Washington
Johnston, Nellie B.	Morganton	Burke
Johnston, Ruth Quintine	Newell	Mecklenburg
Jones, Annie Rebecca	Hope Mills, R. 2	Cumberland
Jones, Catharine H.	Durham	Durham
Jones, Elizabeth B.	Warrenton	Warren
Jones, Helen A.	Greensboro	Guilford
Jones, Mary Louise	Durham	Durham
Jordan, Ara Virginia	Raleigh	Wake
Jordan, Bessie N.	Hendersonville	Henderson

Name	Postoffice	County
Jordan, M. Eva	Hendersonville	Henderson
Jordan, Marea	Durham	Durham
Joseph, Amy E.	Goldsboro	Wayne
Joseph, Viola A.	Goldsboro	Wayne
Josey, Cornelia	Scotland Neck	Halifax
Joyce, Ada	Stoneville	Rockingham
Joyner, Wenonah	Asheville	Buncombe
Justice, Lila C.	Greensboro	Guilford
Justice, Marianna Poisson	Greensboro	Guilford
Keeter, Ethel	Grover	Cleveland
Kelly, Luola B.	Carthage	Moore
Kennedy, Rosalie	Mooresville	Iredell
Kennette, Audrey	Mooresville	Iredell
Kinsland, Winnie M.	Waynesville	Haywood
Kirby, Annie Belle	Selma	Johnston
Kirk, Belle	Albemarle	Stanly
Kirkpatrick, Mazie D.	Clyde, R. 1	Haywood
Knight, Bertha I.	Corapeake	Gates
Koonce, Zannie	Chadbourn	Columbus
Kornegay, Alma	Dover	Craven
Kornegay, Sarah Catherine	Goldsboro	Wayne
Lacy, Agnes	Millbrook	Wake
Lacy, Nannie	Millbrook	Wake
Lambe, Mary Byrd	Siler City	Chatham
Landon, Lucy	Clinton	Sampson
Landon, Sudie	Clinton	Sampson
Latham, Edith	Kinston	Lenoir
Leary, Mabel E.	Ahoskie	Hertford
Leary, Pattie Mae	Ahoskie	Hertford
Leggett, Verna	Scotland Neck	Halifax
LeGwin, Emmie Belle	Wilmington	New Hanover
Lentz, Ada L.	Gold Hill	Cabarrus
Lineberger, Sarah, Edith	Belmont	Gaston
Lineberry, Frances B.	Greensboro	Guilford
Lipe, Mattie	Mooresville	Iredell
Littman, Minnie	Salisbury	Rowan
Long, Elizabeth Webb	Charlotte	Mecklenburg
Lossen, Emma Gabriella	Wilmington	New Hanover
Lucas, Louise	White Oak	Bladen
Lupton, Belle	Belhaven	Beaufort
Luther, Mary Lillie	Ramseur, R. 2	Randolph
Lynch, Rachel Susan	Chapel Hill	Orange
McConnell, Irene	Concord	Cabarrus
McCord, Myrtle	Charlotte	Mecklenburg

Name	Postoffice	County
McCormick, Helen Catherine	Spencer	Rowan
McCullen, Mary Lou	Burgaw	Pender
McDade, Ruth	Rougemont, R. 3	Orange
McDiarmid, Amanda	Lumberton	Robeson
McDonald, Belle	Rockingham	Richmond
McGee, Annie Grace	Charlotte, R. 6	Mecklenburg
McGimsey, Lillian May	Table Rock	Burke
McIntosh, Allie	Rockingham	Richmond
McKeithan, Annie	Carthage	Moore
McKenzie, Mary Wood	Salisbury	Rowan
McKinney, Mattie	Reidsville	Rockingham
McLean, Kate	Cameron	Moore
McLean, Vonnie	Democrat	Buncombe
McNairy, Ethel	Greensboro	Guilford
McNeill, Grace	Fayetteville	Cumberland
McNeill, Clora	Millers Creek	Wilkes
McNeill, Pearl	Lake View	Moore
McNeely, Kate E.	Greensboro	Guilford
McQueen, May D.	Morven	Anson
McWhorter, Bershie	Rocky Mount	Nash
Mann, Margaret W.	Swan Quarter	Hyde
Marsh, Eunice	Marshville	Union
Marsh, Grace Margaret	Marshville	Union
Matlock, Annie	Union Ridge	Alamance
Matthews, Myrtle	Greensboro	Guilford
May, Bettie Lyde	Burlington	Alamance
Melvin, Lila	White Oak	Bladen
Mial, Corinna L.	Raleigh	Wake
Middleton, Lucile	Goldsboro	Wayne
Miller, E. Cornelia	Lenoir	Caldwell
Mitchell, Fannie Starr	Wilmington	New Hanover
Mitchell, Florence Eva	Bessemer City	Gaston
Mitchell, Mattie Emma	Bessemer City	Gaston
Moffitt, Retha	Sanford	Lee
Moir, Virginia Branch	Winston-Salem	Forsyth
Moore, Eliza Chester	Greensboro	Guilford
Moore, Florence Isabelle	Kinston	Lenoir
Moore, Lillian J.	Snow Hill	Greene
Moose, Rose Inez	Newton	Catawba
Morgan, Mary Eleanor	Goldsboro	Wayne
Morgan, Mamie Anice	Fairview	Buncombe
Morgan, Mattie	Bailey	Nash
Morgan, Minnie C.	Corapeake	Gates
Morris, Claudia	Atlantic	Carteret
Morrison, Alice Tye	Wadesboro	Anson
Morrow, Adelaide	Mebane, R. 4	Orange
Moses, Mildred M.	Chapel Hill	Orange

Name	Postoffice	County
Motzno, Hattie	Goldsboro	Wayne
Musgrove, Jeannette C.	Weldon	Halifax
Myers, Nora	Newlife	Wilkes
Neelley, Mary Frances	Pleasant Garden	Guilford
Nelson, Mrs. Pattie	Nashville	Nash
Newton, Anna Alderman	Hope Mills	Cumberland
Newton, Effie Johnson	Hope Mills	Cumberland
Newton, Edna Grace	Roxboro	Person
Nichols, Mary	Roxboro	Person
Nicholson, Myrtle	Burlington	Alamance
Noble, Irma	Dover	Craven
Noble, Tessie	Dover	Craven
Noell, Willie Louise	Timberlake	Person
Norfleet, Katharine	Roxobel	Bertie
Nunn, Natalie	Kinston	Lenoir
Osborne, Esther J.	Sturgills	Ashe
Owen, Kate Lea	Yadkin College	Davidson
Palmer, Pauline	Reidsville	Rockingham
Parker, Ora Virginia	Mt. Airy	Surry
Parsons, Allie	Randleman	Randolph
Patterson, Malona Rachel	Burlington	Alamance
Patterson, Myrtle	Concord	Cabarrus
Paylor, Bessie Lee	Roxboro, R. 3	Person
Paylor, Ivey, Henrietta	Greensboro	Guilford
Peirson, Isabel	Enfield	Halifax
Pennington, Gladys	Sturgills	Ashe
Pennington, Lillian	Greensboro	Guilford
Perkins, Carrie	Goldsboro	Wayne
Perrett, Mary	Faison	Duplin
Perry, Edith Gertrude	Saluda	Polk
Perry, Nellie C.	Franklinton	Franklin
Perry, Rosa Govan	Macon	Warren
Petree, Sadie O.	Danbury	Stokes
Phelps, Alice Walker	Plymouth	Washington
Pickett, Margaret	Liberty	Randolph
Pike, Lucile Elizabeth	Oxford	Granville
Pinkston, Mamie E.	Wadesboro	Anson
Pinner, Daisy	Canton	Haywood
Pippin, Rochelle R.	Wakefield	Wake
Pittard, Alfreda	Bullock	Granville
Pollard, Elizabeth	Winston	Forsyth
Poole, Mary Van	Salisbury	Rowan
Porter, Mary	Concord	Cabarrus
Preyer, Helen R.	Greensboro	Guilford

Name	Postoffice	County
Pritchett, Effie Madge	Greensboro	Guilford
Proctor, Lillian Jennings	Lumberton	Robeson
Propst, Mary	Concord	Cabarrus
Pruden, Audrey Zola	Severn	Northampton
Pugh, Agnes	Salisbury	Rowan
Rabe, Nellie Elizabeth	Salisbury	Rowan
Radcliffe, Gertrude Beatrice	Pantego	Beaufort
Ramsaur, Nannette	China Grove	Rowan
Ramsay, Annie Laurie	Salisbury	Rowan
Rankin, Mildred	Gastonia	Gaston
Reade, Annie Catherine	Durham	Durham
Redmon, Robenia	Marshall	Madison
Redwine, Annie	Monroe	Union
Reeves, Lillian	Mt. Airy	Surry
Rice, Sadie S.	New Berne	Craven
Robbins, M. Alice	Lenoir	Caldwell
Robbins, Irene	Lenoir	Caldwell
Robertson, Fannie Belle	Rowland	Robeson
Robertson, Lucy	Washington, D. C.	
Robertson, Mary	Rowland	Robeson
Robinson, Kathrine McD.	Fayetteville	Cumberland
Rockett, Katherine	Randleman	Randolph
Roddick, Lizzie J.	Winston	Forsyth
Rogers, Alice Gray	Kittrell	Vance
Russell, Ethel Lee	Statesville	Iredell
Rutledge, Christine Blair	Mount Holly	Gaston
Saint Sing, Marion	Greensboro	Guilford
Scarboro, Bera	Asheboro	Randolph
Scott, Annie V.	Greensboro	Guilford
Scott, Margaret Kerr	Haw River	Alamance
Scott, Ora B.	Ramseur	Randolph
Schell, Naomi E.	Asheville	Buncombe
Sharpe, Ellen	Rockingham	Richmond
Sharpe, Lois	Stony Point	Alexander
Shelton, Merrill	Canton	Haywood
Shield, Mary P.	Windsor	Bertie
Shuford, Sarah Perrin	Newton	Catawba
Shuping, Mary Lane	Morganton	Burke
Sides, Mabel	Loray	Iredell
Sigmon, Julia Clyde	Lenoir	Caldwell
Simmons, Minnie E.	Woodard	Bertie
Sinclair, Eunice	Fayetteville	Cumberland
Sinclair, Moffitte D.	Marion	McDowell
Skinner, Ethel	Greenville	Pitt
Skinner, Lilla	Beaufort	Carteret

Name	Postoffice	County
Slaughter, Huldah	Goldsboro	Wayne
Slaughter, Mary Louise	Goldsboro	Wayne
Smith, Annie Louise	Goldsboro	Wayne
Smith, Katie	Goldsboro	Wayne
Smith, Lizzie Pearl	Cardenas, R. 1	Harnett
Smith, Margarette E.	Merry Hill	Bertie
Smith, Margaret N.	Goldsboro	Wayne
Smith, Thelma A.	Wilmington	New Hanover
Smoak, Ethel Belle	Wilkesboro	Wilkes
Smoak, Nettie Lowe	Wilkesboro	Wilkes
Snipes, Loma Sula	Goldsboro	Wayne
Somers, Minnie	Mt. Airy	Surry
Southerland, Douglas Ashby	Fayetteville	Cumberland
Sparger, Margaret Case	Mt. Airy	Surry
Spencer, Fannie Blair	Reidsville	Rockingham
Spruill, Patty Louise	Oriental	Pamlico
Spruill, Rosa	Oriental	Pamlico
Spruill, Sadie	Oriental	Pamlico
Spivey, Mary G.	Lewiston	Bertie
Springs, Velma J.	Mount Holly	Gaston
Spurgeon, Pattie Glenn	Hillsboro	Orange
Stanford, Grace	Teer	Orange
Stephens, Mary Hazel	Greensboro	Guilford
Stepp, Delorah Margaret	Hendersonville	Henderson
Sternberger, Rosa	Greensboro	Guilford
Stewart, Alma	Mocksville	Davie
Stockard, Blanche	Saxapahaw	Alamance
Strange, Florrie C.	Waxhaw	Union
Stratford, Willie May	Concord	Cabarrus
Straughn, M. Mabel	Siler City	Chatham
Strupe, Maida Beatrice	Tobaccoville	Forsyth
Stuart, Lillian Erie	Kernersville	Forsyth
Stuart, Huron Theresa	Kernersville	Forsyth
Sturgill, Mamie A.	Sturgills	Ashe
Styron, Kate R.	New Berne	Craven
Sugg, Annie Rebecca	Chapel Hill	Orange
Sugg, Katherine D.	Snow Hill	Greene
Summerell, Frances P.	China Grove	Rowan
Sumner, Sallie	Lincolnton	Lincoln
Sutton, Gladys Dixon	Greensboro	Guilford
Swain, Lynette	Asheboro	Randolph
Swindell, Bessie	Belhaven	Beaufort
Taylor, Bernice Metz	La Grange	Lenoir
Taylor, Gretchen Arnold	Greensboro	Guilford
Taylor, Lola	Valle Crucis	Watauga
Taylor, Martha Elizabeth	Goldsboro	Wayne

Name	Postoffice	County
Temple, Pearl	Sanford	Lee
Tennent, Mary Alice	Asheville	Buncombe
Terry, Annie Bruce	Reidsville	Rockingham
Terry, Bessie	Rockingham	Richmond
Thomas, Johnsie Glenn	Greensboro	Guilford
Thomas, Nellie M.	Greensboro	Guilford
Toomer, Carrie McInnis	Wilmington	New Hanover
Townsend, Mollie E.	Valle Crucis	Watauga
Trent, Maud	Greensboro	Guilford
Tulbert, Sarah	Wilkesboro	Wilkes
Turlington, Winifred	Clinton	Sampson
Turner, Lina B.	North Wilkesboro	Wilkes
Turner, Rose Louise	Greensboro	Guilford
Twine, Carrie I.	Edenton	Chowan
Vaughan, Annie A.	Elizabeth City	Pasquotank
Vernon, Catherine Emily	Wake Forest	Wake
Vickery, Emma	Loray	Iredell
Vickery, May A.	Loray	Iredell
Viele, Ada	Taylorsville	Alexander
Vinson, Fannie Rives	Littleton	Warren
Wagoner, Clea Barnes	Gibsonville	Guilford
Wagstaff, Nola	Roxboro, R. 3	Person
Wall, Nancy, Fairley	Lilesville	Anson
Walters, Margaret Belle	Hertford	Perquimans
Walters, Mary Olive	Hertford	Perquimans
Wardlaw, Harriet C.	Greensboro	Guilford
Warren, Agnes	Dunn, R. 1	Sampson
Warren, Emma Teresa	Dunn	Sampson
Warters, Fannie Fields	La Grange	Lenoir
Watkins, Anne Eliza	Sanford	Lee
Watson, Lillian	Greensboro	Guilford
Webb, Annie Lee	Chapel Hill	Orange
Wellons, Mary Rand	Smithfield	Johnston
Wells, Ella Almeta	Wilson	Wilson
Wells, Rosa	Morehead City	Carteret
West, Christiana	Kinston	Lenoir
West, Dallie R.	Greensboro	Guilford
Wharton, Mary Kathleen	Greensboro, R. 7	Guilford
Whitaker, Beatrice W.	Greensboro	Guilford
White, Lelia	Henderson	Vance
White, Pauline B.	Greensboro	Guilford
Whitley, Clara	Smithfield	Johnston
Whitley, Martha Louise	Albemarle	Stanly
Whitley, Pauline	Albemarle	Stanly
Whitley, Pearle	Washington	Beaufort

Name	Postoffice	County
Whitmore, Blanche Leigh	Durham	Durham
Whitson, Alice Iva	Asheville	Buncombe
Whittemore, Ruth	Proximity	Guilford
Whitty, Annie	Pollocksville	Jones
Willeford, Estelle	Kings Mountain	Cleveland
Williams, Anna Littlepage	Greensboro	Guilford
Williams, Elizabeth M.	Duke	Harnett
Williams, Mary H.	Warsaw, R. 1	Duplin
Williams, Nannie N.	Goshen	Wilkes
Williamson, Mary Walden	Asheville	Buncombe
Wills, Agnes W.	Brinkleyville	Halifax
Wills, Annie Louise	Brinkleyville	Halifax
Wilson, Anne W.	McLeansville	Guilford
Wilson, Cary	Mooresville	Iredell
Wilson, Emma F.	Winston	Forsyth
Wilson, Margaret Rebecca	Charlotte, R. 8	Mecklenburg
Wilson, Mary Lee	Archdale	Randolph
Winborne, Mary Pretlow	Como	Hertford
Winfree, Ina L.	Wadesboro	Anson
Winston, Gertrude Eunice	Youngsville	Franklin
Witherington, Penelope	Goldsboro	Wayne
Wolfe, Emma Knox	Pineville	Mecklenburg
Womble, Martha Roberta	Moncure	Lee
Woodside, Annie May	Southport	Brunswick
Yelverton, Alice Cary	Fremont	Wayne
Yelverton, Esther	Fremont	Wayne
Yelverton, Gladys	Goldsboro	Wayne
Zachary, Gertrude R.	Brevard	Transylvania

STUDENTS IN TEACHERS' COURSE NOT CANDIDATES FOR DEGREES

Name	Postoffice	County
Bagley, Beatrice H.	Clayton	Johnston
Barker, Gypsie R.	Durham	Durham
Bostian, Mary Louise	China Grove	Rowan
Briggs, Bertha	High Point	Guilford
Brown, Clayton	Mocksville	Davie
Brown, Viola	Mocksville	Davie
Burton, Nellie	Reidsville	Rockingham
Chester, Mary	Lenoir	Caldwell
Coward, Florence	Cullowhee	Jackson
Daugherty, Lillian	Black Mountain	Buncombe
Falls, Ruby	Gastonia	Gaston
Harper, Nannie Fountain	Whitakers	Edgecombe
Hawkins, Mamie Lewis	Brown Summit	Guilford
Heath, Daisy	Harmony	Iredell
Henson, Bertha May	Webster	Jackson
Jones, Julia M.	Warsaw	Duplin
Kirby, Ella	Granite Falls	Caldwell
Layton, Georgia	Jamestown	Guilford
McKay, Kate Shaw	Kings' Mountain	Cleveland
McKinney, Lelia E.	Brown Summit	Guilford
McKinney, Willie Russell	Brown Summit	Guilford
Martin, Flossie	Mocksville	Davie
Mitchell, Verdie Celestia	Arba	Greene
Page, Viola Mae	Salisbury	Rowan
Pinkston, Beulah	Salisbury	Rowan
Pittman, Maude E.	Tarboro	Edgecombe
Pritchett, Lece Paton	Greensboro	Guilford
Pursley, Zuba	Gastonia	Gaston
Reitzel, Mrs. Mary G.	Boone	Watauga
Rogers, Maude Link	Cedar Grove	Orange
Spain, Rosa Lee	Henderson	Vance
Taylor, Jennie Lee	Statesville	Iredell
Wadsworth, Elizabeth	Carthage	Moore
Wilkins, Sara Elizabeth	Rutherfordton	Rutherford

TOTAL NUMBER RECEIVING INSTRUCTION FROM THE INSTITUTION

Number of students in College	598
Number of pupils in Training School	311
Total number taught	909

SUMMARY

BY COUNTIES OF NORTH CAROLINA

12 Alamance	12 Gaston	10 Orange
6 Alexander	2 Gates	4 Pamlico
1 Alleghany	1 Graham	1 Pasquotank
6 Anson	7 Granville	1 Pender
4 Ashe	5 Greene	3 Perquimans
4 Beaufort	76 Guilford	11 Person
8 Bertie	12 Halifax	5 Pitt
3 Bladen	2 Harnett	12 Randolph
1 Brunswick	7 Haywood	6 Richmond
13 Buncombe	3 Henderson	7 Robeson
7 Burke	4 Hertford	15 Rockingham
6 Cabarrus	3 Hyde	21 Rowan
8 Caldwell	13 Iredell	1 Rutherford
5 Carteret	3 Jackson	9 Sampson
7 Catawba	8 Johnston	4 Scotland
5 Chatham	1 Jones	7 Stanly
1 Chowan	5 Lee	1 Stokes
4 Cleveland	12 Lenoir	5 Surry
2 Columbus	2 Lincoln	3 Transylvania
8 Craven	4 McDowell	6 Union
9 Cumberland	1 Madison	8 Vance
1 Dare	2 Martin	10 Wake
3 Davidson	9 Mecklenburg	6 Warren
6 Davie	5 Montgomery	2 Washington
6 Duplin	7 Moore	5 Watauga
13 Durham	5 Nash	31 Wayne
5 Edgecombe	8 New Hanover	10 Wilkes
8 Forsyth	1 Northampton	4 Wilson
3 Franklin	1 Onslow	2 Yadkin

SCOPE OF PATRONAGE

The following interesting and suggestive table of statistics, obtained from the students themselves, shows the character of the patronage of the Institution:

Number of students	598
Counties represented	87
Average age of students	20
Graduates of other institutions for women	5
Number who have taught	100
Number defraying their own expenses	154
Number whose fathers are not living	119
Number whose fathers are farmers	189
Number whose fathers are merchants	76
Number whose fathers are clergymen	7
Number whose fathers are physicians	26
Number whose fathers are lawyers	20
Number whose fathers are government officials	16
Number whose fathers have other occupations	127
Number educated partially or entirely in public schools	541
Number who, according to their own statement, would not have attended any other North Carolina college	355

THESE FIGURES SHOW

1. That nearly one-third of the students of the past year defrayed their own expenses.

2. That 355 students, or 60 per cent., would have attended no other North Carolina college.

3. That 541 students, or over 90 per cent., received their preparation partially or entirely in the public schools.

STANDING COMMITTEES OF THE FACULTY

THE CURRICULUM

Mr. Smith, Miss Mendenhall, Miss Boddie, Miss Petty, Mr. Matheson, Mr. Hammel, Mr. Hill

SUBSTITUTIONS AND PETITIONS

Miss Coit, Miss Petty

CATALOGUE AND PUBLICATIONS

Mr. Smith, Miss Boddie, Mr. Jackson

SCHEDULE OF RECITATIONS AND EXAMINATIONS

Miss Mendenhall, Miss Petty, Miss Boddie

ACCREDITED SCHOOLS

Mr. Matheson, Mr. Jackson, Miss Mendenhall, Miss Coit, Miss Boddie

ADVISORY COMMITTEE FOR Y. W. C. A.

Miss Lee, Mr. Merritt, Miss Daniel

ADVISORY COMMITTEE FOR NORMAL MAGAZINE

Mr. Jackson, Miss Bryner, Miss King, Miss Dameron

CLASSIFICATION

Seniors—Miss Boddie, Miss Coit
Juniors—Mr. Merritt, Miss Fort, Miss Long
Sophomores—Miss Petty, Miss Lee, Miss Crumpton
Freshmen—Miss Mendenhall, Miss Jamison, Miss Strong
Irregulars—Mr. Gudger, Mr. Forney, Miss Parker
Second Preparatory—Miss Raines, Miss King, Miss Culbreth
First Preparatory—Miss Hill, Miss Parker, Miss Dameron

ARRIVAL OF STUDENTS

Mr. Brockmann, Mr. Hill, Mr. Matheson

DEPARTURE OF STUDENTS

Mr. Forney, Mr. Merritt, Mr. Gudger, Mr. Hammel

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Editor-in-Chief ..... Mr. Smith

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